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I suspect that the University of Illinois at Urbana-Champaign (UIUC), like most established, large, comprehensive, research-oriented universities, viewed the upcoming decennial visit of the North Central Association (NCA) with mixed feelings. On the one hand, this visit will allow us to receive advice and help from respected colleagues. On the other, it is difficult, very time consuming, and perhaps not very productive to engage in a massive, institution-wide self-study. With the help of NCA staff, we have arrived at a compromise that we hope will provide a challenge to the campus and to the visiting team and will result in suggestions and recommendations that will strengthen UIUC.

Our self-study is constructed in three major divisions. It is rather bulky, for we decided it would be easier for team members to read through one single coordinated document rather than constantly being referred to voluminous appendices and a multitude of other documents.

The first division provides general information about UIUC. It discusses our structure, planning mechanisms, the faculty, students, financial resources, physical facilities, programs of instruction, academic support services, student affairs, research, and outreach. It deals with important statistical summary information about our size, diversity, and quality. Trends are highlighted and interpreted. The team will, we hope, know who we are, what we do, and (in those instances in which such information is available) how well we do what we do.

The second division deals with vitally important current campus issues with which we find ourselves engaged through debate, planning, and programmatic development: undergraduate education and minority issues.

Many colleges and universities are struggling with attempts to update and to improve undergraduate education, and we are no exception. Our undergraduates, current and past, believe we do a good job—but we and they know there is much room for improvement. Among other topics, we are addressing the tensions between specialization and general education, the meaning of a liberal education in a comprehensive public university, the assessment and reward of good teaching, the structure and quality of advising, and the role of extracurricular experiences. We wish to share our analyses, concerns, and plans with the team members and to solicit their comments and suggestions.

In the year 2000, an estimated 30 percent of the 15- to 19-year-olds in Illinois will be members of minority groups—nearly double the 1975 percentage. A disturbingly high proportion of these young people will be from educational backgrounds of questionable quality, if current trends continue. What can we do to help better prepare them for college-level work, attract them to higher education, retain them as students in good standing, and graduate them as productive citizens?

In recent years, the numbers of underrepresented minorities—Blacks and Hispanics—entering post-baccalaureate education have been declining. What can UIUC do to reverse this alarming trend? What can we do to increase the numbers of underrepresented minorities on our faculty when the pool of available candidates seems to be diminishing?

These are questions of current interest at UIUC, and we seek the advice of experienced peers as we search for answers. We hope to tell the team members what we are doing and why and to seek their reactions and guidance.

The third and final division of our report summarizes the internal program evaluations that we have initiated on the campus in the past ten years. It highlights major current campus initiatives and discusses their potential for the future. Major concerns currently facing us are reviewed. We close the report by assessing how well we meet the NCA evaluative criteria and by responding to the suggestions offered by the review teams involved in the past two visits.

We look forward to the team's visit and to the continuing accreditation process. We hope to emerge as a stronger campus as a result.

Morton W. Weir
Chancellor
August 1988

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SCOPE AND MISSION STATEMENT

The University of Illinois at Urbana-Champaign

Since its beginning in 1867, the University of Illinois at Urbana-Champaign (UIUC) has had but one primary mission: to provide programs of the highest quality in instruction, investigation, and educational service to meet the needs of the people of Illinois. These needs have grown in size and complexity as Illinois has grown in population and in the addition of new and more highly developed industries, occupations, professions, standards, and expectations.

In facing the growth inherent in its role in the life of the state, UIUC stresses excellence in all its work while attempting to meet demands for quantity of services and programs to be provided. It encourages diversity without the dilution of quality. UIUC is sometimes referred to as the "jewel" in the crown of public higher education in the state of Illinois, and its graduate and research programs have for decades ranked among the best in the country. Its off-campus services have grown steadily but within the boundaries of the fundamental disciplines. It has continued to provide first-rate undergraduate education throughout the years.

Historically derived from the "land-grant" tradition, with its emphasis on the democratization and individualization of educational opportunity, UIUC has evolved into one of the nation's foremost centers of learning with a complex pattern of instructional, research, and service programs that serve a multiplicity of state, national, and international interests. UIUC, along with its sister campus in Chicago, forms a "system" of higher education that exceeds the *total* higher education programs of many states in size, scope, and complexity. The University's distinctive character is best suggested by the term *comprehensive state university*.

As will be explained later in this report, UIUC continues to focus a great deal of its attention on preserving and improving the quality of its undergraduate programs. Its strong graduate and professional programs contribute to the currency and excellence of the undergraduate programs. Top-notch students apply for admission in surprisingly large numbers to take advantage of what has been advertised nationally as "a good buy." As a result, the undergraduate student body is among the best anywhere.

In its search for new knowledge, UIUC has been extremely successful as its research programs have burgeoned, supported by growing grant and contract funds. A second supercomputer has already been delivered on the campus. Numerous

new national research centers have been established in recent years. Cooperative relationships with industry are growing in number. The strong research effort has been largely responsible for the flourishing graduate and professional education programs. As the international reputation of UIUC has grown, its international graduate student body has increased to more than 2,200, and its total underrepresented minority enrollment is also climbing slowly in response to the institution's efforts to recruit minority students.

The Cooperative Extension Service in the College of Agriculture is UIUC's most comprehensive extension program. It brings the results of continuing research and technological development in the agricultural and related sciences to the rural population in every county in Illinois, as well as to important segments of the urban population in need of such technical education. The remainder of the institution's extension program emphasizes adult education, both on and off campus, in specialized areas related to UIUC's distinctive on-campus instructional and research programs. Much of this work is organized under the Division of Continuing Education and Public Service. This unit, with a new director recently installed, is contemplating expanding its programs and extension efforts on a number of fronts.

The mission of UIUC has remained the same for more than a century. The ability of the institution to carry out that mission is of course dependent on the human, financial, and physical resources available and on the way those resources are applied. Fortunately, UIUC has been able to attract outstanding faculty members in a wide array of fields. They have, in turn, served as a magnet to attract succeeding generations of colleagues and students that have developed the reputation of the institution and have made a significant contribution to society. They have prevailed in the "good times" and the "bad times." They have built a ship of excellence that continues to sail a true course in the roughest of waters.

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Scope and Mission of the University of Illinois, 1974-1980. University of Illinois. 15 May 1974.

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INTRODUCTION

A. THE SELF-STUDY PROCESS

After being informed that the University of Illinois at Urbana-Champaign had been scheduled for an NCA accreditation visit in the 1988-1989 academic year, Robert M. Berdahl, Vice Chancellor for Academic Affairs, turned to the Senate Council for help in preparing for the review and in determining its nature. The Senate Council appointed a subcommittee to work with Roger Martin, Associate Vice Chancellor for Academic Affairs, and his assistant, Corla Hagenbruch, to direct the self-study, gather related materials, write the self-study report, and make other necessary arrangements.

The previous NCA review, which occurred in April of 1979, was focused upon the evaluative mechanisms in operation on the campus at that time and, in particular, upon the activities of the Council on Program Evaluation. The NCA staff made it clear that UIUC was to prepare for a comprehensive review in 1989. With this in mind, the members of the subcommittee and supporting staff began their deliberations.

It was soon decided that the review might be more useful if UIUC, in addition to the comprehensive review, were to select several areas of emphasis for special study—areas that would have broad recognition and involvement across the campus. This approach was especially appealing, for the NCA staff indicated that it would attempt to work with campus representatives to establish a review team that would include people from peer institutions with expertise in the areas designated for special emphasis.

Discussions involving the members of the subcommittee, the support staff, Chancellor Weir, Vice Chancellor Berdahl, and Steven Crow, Deputy Director of NCA, resulted in the selection of two areas of emphasis: undergraduate education and minority issues. These areas were selected because they have remained at the forefront of campus concern for the past decade. Both have been discussed broadly in the campus community, both have received considerable attention nationally, both have been featured prominently in campus planning documents and in UIUC operating budget requests to the state of Illinois, and both have been the subject of campus publications and conferences. In brief, they appeared to be ideal topics for further review.

Once the nature and direction of the forthcoming review had been set, the supporting staff of the subcommittee developed a table of contents for the self-study report and refined it with

the members of the subcommittee, the chancellor, the vice chancellor for academic affairs, and the NCA staff. Then the supporting staff went directly to campus "experts" to involve them in the self-study process and to help in producing much of the copy that appears in the self-study report.

Once a draft of the report had been assembled, an article appeared in *IlliniWeek* to remind members of the campus community of the forthcoming NCA visit and to inform them that a draft of the self-study report was available for their review and comments. Individual copies were sent to all contributors and to the members of the Senate Council with suggestions for changes, requests for additional information and comments, identification of areas for further study, and so forth. The draft and the forthcoming visit were also discussed with the Senate Council, deans and directors, and other campus groups.

The subcommittee and supporting staff later reviewed all of the new material generated by the steps outlined above. The draft was altered to reflect the new information, and the final report went to the printer in November of 1988.

B. ORGANIZATION AND PURPOSES OF THE REPORT

The decennial review of the North Central Association is extremely important to the University of Illinois at Urbana-Champaign. Not only is it linked with the institution's efforts and desire to maintain its NCA accreditation, but it affords the campus community an opportunity to consider the institution as a whole. UIUC is operated in a decentralized fashion, with a great deal of autonomy residing at the college, school, and departmental levels. Throughout the past ten-year period literally hundreds of formal and informal evaluative reviews have been conducted at those levels by external personnel from accreditation agencies, professional organizations, private consulting firms, and governmental agencies and by internal committees, administrators, faculty members, and students. However, only on rather rare occasions is an effort mounted to scrutinize the entire institution and its mission at one time. Certainly, when a university is as large and complex as UIUC, the task requires a special effort and can be enhanced greatly by external reviewers from peer institutions.

The main purpose of the self-study report is to introduce readers to the University of Illinois at Urbana-Champaign so that they will have some understanding of its reputation and stature in higher education, its place and function in Illinois, its

operating mechanisms, its structure, its resources, its programs, the major changes and accomplishments of the past ten years, the present situation, and some plans for the future. Chapters One through Eleven present a general overview of UIUC and the context within which it operates. Evaluative commentary has been provided whenever it seemed appropriate. Chapters Twelve and Thirteen are devoted to the special areas of emphasis: undergraduate education and minority issues. The final chapter addresses the question of whether UIUC at present meets the accreditation criteria of the North Central Association, and it responds to the suggestions offered by the past two visiting NCA teams.

This document was designed to be as straightforward and concise as possible. Cumbersome appendixes were omitted. To ensure that no topic is slighted, many of the references mentioned at the end of each section, plus other related materials, have been listed in a companion document entitled *List of Reference Materials Relating to the Review of the University of Illinois at Urbana-Champaign by the North Central Association of Colleges and Secondary Schools*. Several of the items listed will be forwarded to the members of the review team for supplementary reading before the visit. The remainder of the items will be available in a central file in a Levis Faculty Center office that has been reserved for members of the review team when they arrive on campus. The materials will be filed according to the chapters and sections of the self-study report.

CHAPTER ONE

The University of Illinois at Urbana-Champaign in Context

A. NATIONAL STATURE

Recent surveys of institutional quality have repeatedly named the University of Illinois at Urbana-Champaign among the top dozen universities in the nation—public or private. Among public universities, UIUC consistently ranks in the top half dozen. Moreover, many departments on campus rank with the best in their fields, often at or near the very top. Faculty and alumni are nationally distinguished on the basis of awards, recognition, and achievements.

The 1982 *Assessment of Research-Doctorate Programs in the United States* was sponsored by the Conference Board of Associated Research Councils, which includes the American Council of Learned Societies, the American Council on Education, the National Research Council, and the Social Science Research Council. The *Assessment* rated graduate programs according to the quality of the faculty and produced an overall ranking of the leading Ph.D.-granting institutions. The scores were based on various criteria, including program size, faculty publication records, libraries, and quality of graduate students, but faculty reputation for quality scholarship was a dominant concern. Covering 2,699 programs in 32 disciplines, the *Assessment* placed 17 programs at the Urbana-Champaign campus in its highest rank. The survey omitted several UIUC disciplines, including agriculture and business, that consistently receive high national rankings. Overall, the campus placed thirteenth nationally and fifth among public institutions.

References

The Conference Board of Associated Research Councils. *An Assessment of Research-Doctorate Programs in the United States*. 5 vols. Washington, D.C.: National Academy Press, 1982.

B. THE STATE OF ILLINOIS

The relationships among the systems of public higher education and various agencies of state government in Illinois are shown in Figure 1. Note that on the organizational chart the Board of Trustees of the University of Illinois is shown on the last line with the other boards of public higher education in the state. The principal duties of the governmental agencies with which the University of Illinois interacts are described briefly in the following paragraphs.

Illinois Board of Higher Education

The five higher education systems in Illinois are coordinated by the Illinois Board of Higher Education (IBHE), which is

appointed by the governor. The IBHE formulates master plans and recommends budgets to the General Assembly; it also has the power to approve new degree programs, once they have been approved by a particular system governing board, and to recommend (though not at present enforced) their discontinuance.

Bureau of the Budget

The Bureau of the Budget assists the governor in analyzing the budget recommendations of the Board of Higher Education and in preparing his annual budget recommendations. It develops and implements management initiatives, analyzes state revenue and expenditures, authorizes expenditures for capital projects, arranges for the sale of general obligation bonds, and so forth.

Capital Development Board

The Illinois Capital Development Board was created in 1972 to build, or to provide in some other manner, all capital improvement facilities for use by the state. When it was established, however, it was made clear that the board was not to abrogate the powers of the Board of Trustees of the University of Illinois in matters relating to capital projects. Under the present law, the Capital Development Board and the Board of Trustees may contract with each other or with outside contractors and architects for the design and construction of any project. However, before design or construction work can begin on a project, both boards must approve the project.

University Civil Service Merit Board

The University Civil Service Merit Board serves only the public higher education systems in the state. It is responsible for establishing a sound program of personnel administration for nonacademic employees. The board provides guidelines for the various campus nonacademic personnel service units on such matters as job classifications, compensation, benefits, testing, recruitment, and promotions.

State Universities Retirement System

This system provides retirement and disability benefits for University employees, both academic and nonacademic, and provides certain benefits to the survivors of employees who die before retirement. It serves only the needs of the public higher educational community in the state of Illinois.

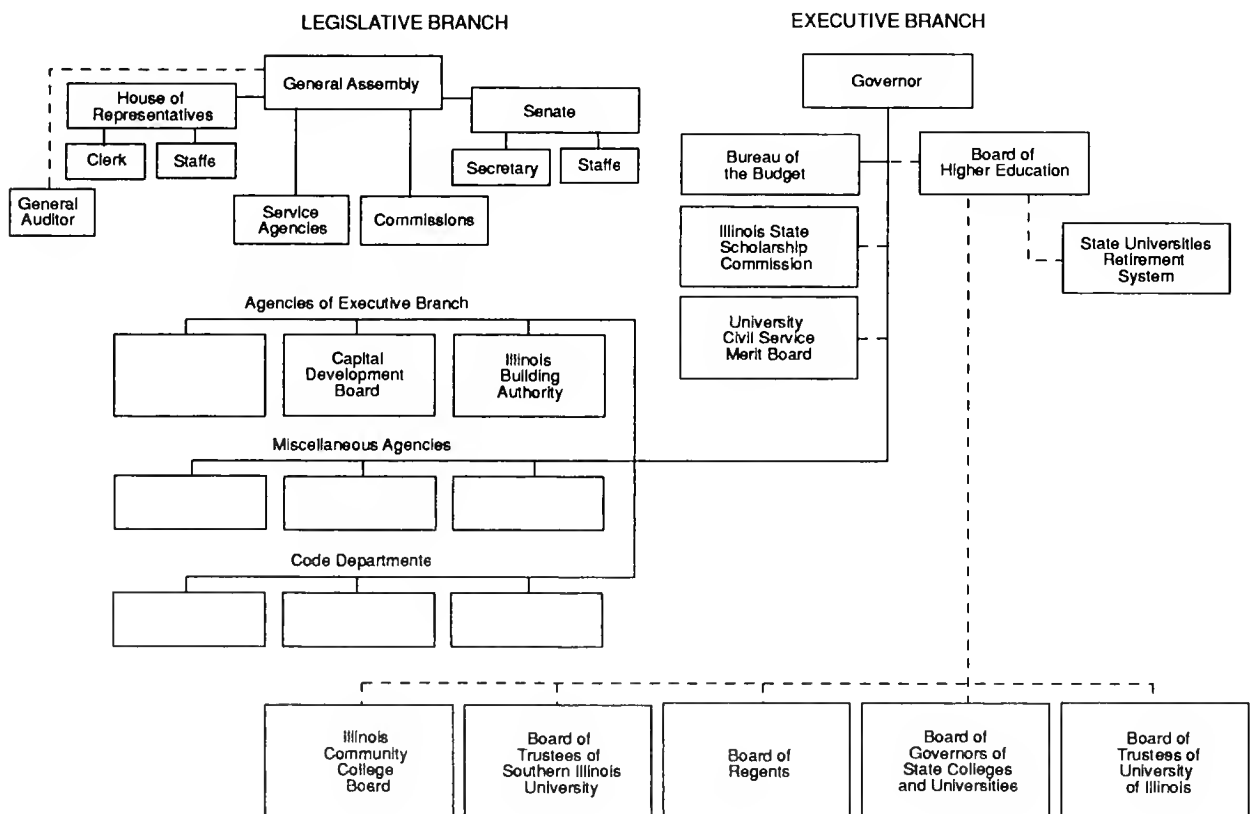


Figure 1. Illinois State government.

Illinois State Scholarship Commission

The Illinois State Scholarship Commission provides scholarship aid to Illinois students who have an identifiable need for financial support. Scholarships are not to exceed the amount of tuition and fees. The commission also administers the Illinois Guaranteed Loan Programs.

General Assembly

The General Assembly includes both the Senate and the House of Representatives of the state of Illinois. This body is responsible for establishing state law and for reviewing the operating and capital budget requests of the University of Illinois. Its recommendations, in the form of various bills, are forwarded to the governor for action.

Auditor General

The auditor general is elected by the General Assembly for a ten-year term and is responsible only to that body. The office conducts an audit of all state agencies and may investigate charges of mismanagement of public funds. The auditor general submits an annual report to the Legislative Audit Commission, to the General Assembly, and to the governor. This office determines specific requirements and guidelines for

the expenditures of University appropriations, including nonstate funds.

References

A Master Plan for Postsecondary Education in Illinois. Illinois Board of Higher Education. March 1976.

Senate Bill 766. Enacted by the 72nd General Assembly and signed by Governor Otto Kerner, 22 August 1961. Amended 1967.

C. THE UNIVERSITY

The University of Illinois visualizes itself as a leader in the state of Illinois in public undergraduate, graduate, and professional education. The University is neither a loose federation of two campuses nor a system of totally independent units. The mission to which the University is committed, and upon which its development thus far has been based, starts with an emphasis on the fundamental responsibility of the University as a whole. The specific contributions that each campus makes to the University's mission are diverse, since they reflect the services and methodologies appropriate to different settings and clientele. However, the campuses are

alike in the broad nature of their responsibilities and goals and in their basic educational policies. They are integrated by a University-wide organization and inter-campus cooperation designed to maximize their educational effectiveness and the efficient use of their academic resources, even though each of them carries out its academic functions with a high degree of delegated authority.

The two basic documents that explain the operation of the University of Illinois are the *Statutes* and the *General Rules Concerning University Organization and Procedure*. The *Statutes* promulgate the educational policy, organization, and governance of the University. The *General Rules* are subordinate to the *Statutes* and provide details of administrative organization and the powers, duties, and responsibilities of officers of the University.

The major components of the structure of the University of Illinois are diagrammed in Figure 2. Those that have the greatest effect on the functioning of the Urbana-Champaign campus will be discussed briefly.

The Board of Trustees

The nine-member Board of Trustees, the only elected higher education governing board in the state, is elected at large in groups of three for staggered terms of six years each. It also has two nonvoting student members, one from each campus, who serve for terms of one year. Student trustees are nominated by a petition signed by eligible students. Their ballot position is selected by lot, and they are voted upon in a student election near the end of the academic year preceding the fiscal year during which the elected student serves on the board (July 1 to June 30). The Board of Trustees has the responsibility normally shared by such bodies, overseeing the administration and proper use of appropriated funds and delegating educational policy and other academic matters to the campuses.

The Central Administration

In addition to general responsibility for the entire operation of the University, the central administration (all personnel below the level of the Board of Trustees and above the level of the chancellors on the organizational chart in Figure 2) has the following specific functions:

1. Enunciation of the mission of the University of Illinois, development of plans for attaining that mission, and assessment of success in meeting that mission
2. Overall attainment and management of the resources necessary to permit the support of plans and the development of facilities to meet the mission of the University

3. Allocation of resources, as available, to the campuses and to other units of the University
4. Development of relationships within Illinois as well as nationally and world wide to ensure that the University of Illinois plays its appropriate role as a member of the larger academic community
5. Coordination of the operation of various components of the University to ensure that, where appropriate, the University functions as a single comprehensive university
6. Administration of University-wide educational programs
7. Development of public affairs programs relating to the University as a whole and coordination of campus public affairs programs to attempt to secure full understanding of and support for the mission and activities of the University of Illinois
8. Operation of specific tasks that should function on a University-wide level for efficiency or to ensure the consistency necessary for the University and for the Board of Trustees to fulfill their responsibilities. The final preparation of budget requests, budget documents, contracts, and other documents forwarded to outside agencies on behalf of or by the Board of Trustees is the responsibility of the central administrative offices of the University.

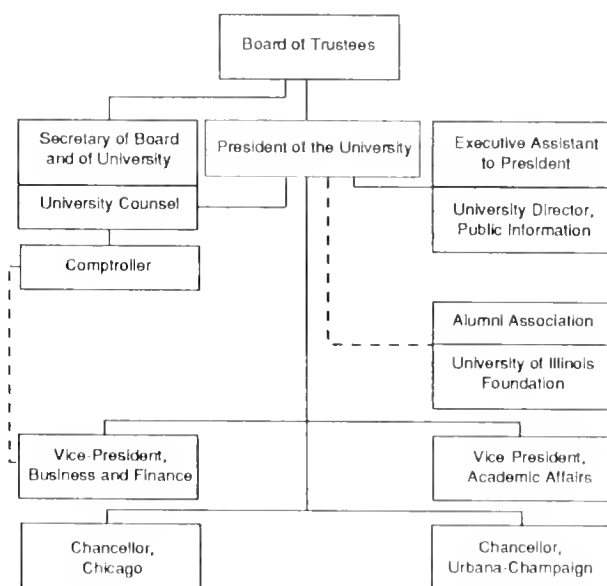


Figure 2. University of Illinois organization

References

The General Rules Concerning University Organization and Procedure. Board of Trustees, University of Illinois. 14 July 1988.

Guidelines for Administrative Procedures for University-Campus Relationships. President of the University of Illinois, University of Illinois. 1 July 1985.

Scope and Mission of the University of Illinois, 1974-1980. University of Illinois. 15 May 1974.

University of Illinois Statutes. Board of Trustees, University of Illinois. 14 July 1988.

D. THE CAMPUS

The University of Illinois at Urbana-Champaign was chartered by the General Assembly in 1867 under the provisions of the Land Grant College Act and was opened on March 2, 1868. The oldest and largest of the two campuses that constitute the University of Illinois, Urbana-Champaign is recognized as the premier public campus in the state in both graduate and undergraduate programs and in the application of its instructional and research resources to society's educational, extension, and public service needs.

The UIUC campus is 140 miles south of Chicago and 85 miles east of Springfield, the state capital. The campus contains 700 acres and is adjoined by 2,382 acres of agricultural experiment fields, part of some 10,000 acres of such fields in Illinois. Near the campus are timber reservations (433 acres), an airport (2,493 acres), Allerton Park (1,500 acres), and a 4-H camp (250 acres).

The physical plant, valued at about \$653 million, includes 180 major buildings.

For fall 1988, the enrollment total was 36,036. This figure included 26,859 undergraduates, 908 professional students, and 8,269 graduate students.

The campus employs approximately 12,122 FTE staff: 2,157 FTE faculty members, 2,516 FTE graduate assistants, 2,420 FTE academic professionals, and 5,029 FTE nonacademic employees.

On July 1, 1967, the present structure and form of governance for UIUC was adopted (Figure 3). Since NCA's last visit in 1979, there have been no major changes in the general organi-

zation of the campus. Naturally, some new units and programs have been added during the intervening ten years. Most of the new units have their home in the Office of the Vice Chancellor for Research and the Graduate College, where new units often reside during a gestation period before being assigned to an academic college or before being fully established on their own.

Campus Administration

Under the direction of the president, the chancellor serves as the chief executive officer of the campus. His responsibilities include all facets of campus operation, and he is the voice of the campus on matters relating to University-wide policies. He has a major role in planning the overall direction of the campus and the entire University, in the allocation and evaluation operations, in the review of academic programs and faculty matters, in student affairs, in administrative concerns, and in developing the image of the institution. Because he has elected to delegate a great deal of authority to the vice chancellors, routine operational decisions are made much closer to the level of the unit concerned. Thus the chancellor can concentrate on matters of more general importance to the campus.

As indicated on the organizational chart in Figure 3, there are four vice chancellors to whom the chancellor has assigned various responsibilities: the vice chancellors for academic affairs, research, administrative affairs, and student affairs.

Functionally, the vice chancellor for academic affairs controls the campus budget and the allocation of space. He makes budgetary allocations or reductions to each of the vice chancellors on an annual basis and develops and coordinates the operating budget guidelines for the campus.

The vice chancellor for research is also the dean of the Graduate College and therefore has a dual role. She has the important function of reviewing all graduate programs and faculty, is responsible for the flexible funds (approximately \$2.8 million) available to the Research Board (to be discussed later in more detail) for distribution to faculty members presenting research proposals, aids the vice chancellor for academic affairs in reviewing recommendations for promotion and tenure, and provides the faculty with information and support in obtaining research grants and contracts from agencies outside the University.

The vice chancellor for administrative affairs is responsible for a multitude of administrative services, most notably those provided by the Personnel Services Office, which maintains the

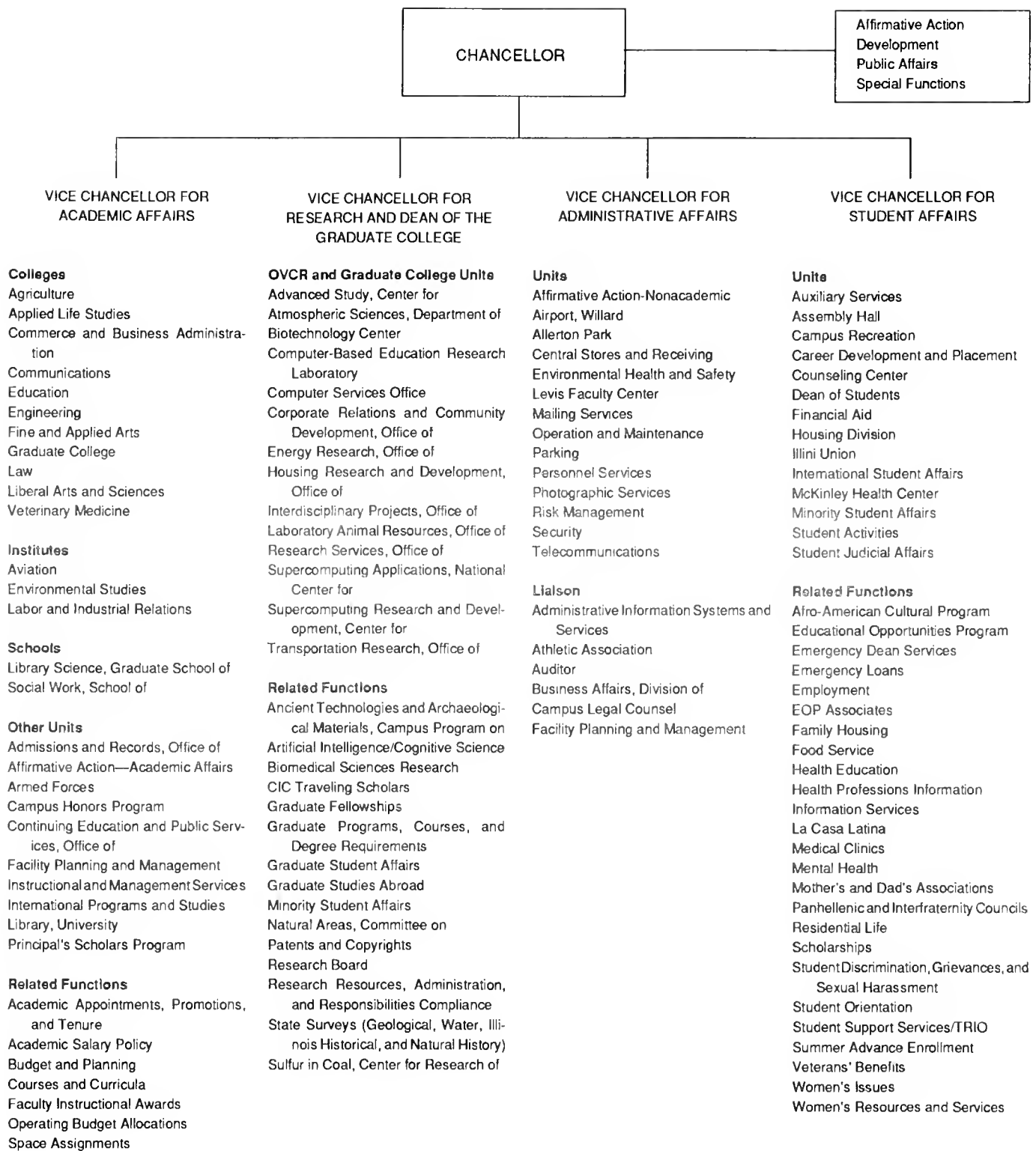


Figure 3. Urbana-Champaign campus organization.

University Civil Service System and provides nonacademic personnel for all units; the Operation and Maintenance Division, which provides heating, cooling, maintenance, repair, and limited remodeling of all facilities on campus; Campus Security; and the Environmental Health and Safety Division.

The vice chancellor for student affairs is responsible for nearly all campus-level student services that are not provided by the academic departments and colleges. He also operates and coordinates summer advance enrollment and student orientation week at the end of the summer for all new students.

In looking at the organization chart in Figure 3 and in reviewing the brief descriptions of responsibilities for each vice chancellor, one could gain the mistaken impression that the vice chancellors operate independently and never cross jurisdictional lines. This is not the case. The vice chancellors interact biweekly at the Chancellor's Cabinet Meeting. They attend other major meetings together and meet frequently on an informal basis to discuss matters of mutual concern that cross functional boundaries. They freely suggest changes that could be made outside their own particular jurisdiction that might improve the operations of the entire campus. Like the chancellor, the vice chancellors delegate a great deal of authority to those serving directly below them in the chain of authority, that is, to deans and directors. Although they set broad policy, they fully expect their deans and directors to establish specific operating policies for their units and to manage the resources allocated to them. There has always been an attempt to see that the day-to-day operating decisions are made at the lowest possible level of administration where the effect of those decisions is felt most and understood best.

The College: Dean and Executive Committee

The college is an educational and administrative group comprised of departments and other units with common educational interests. It is governed in its internal administration by its faculty, which in this instance consists of the president, the chancellor, and the vice chancellor for academic affairs, the dean, the associate and assistant deans of the college, and all professors, associate professors, assistant professors, and instructors within the groups that make up the college. It also includes a representative of any other department or group entitled to representation by virtue of participation in the college's instructional program. The college has the fullest measure of autonomy consistent with the maintaining of general University educational policy and correct academic and administrative relations with other divisions of the University.

The dean is the chief executive officer of the college, is responsible to the chancellor for its administration, and is the agent of the college faculty for the execution of college educational policy. The dean is appointed annually by the Board of Trustees on recommendation of the chancellor and the president with the advice of the executive committee of the college concerned. The executive committee consists of two or more members elected annually by the faculty from the professors, associate professors, assistant professors, and instructors in the college. The committee acts in an advisory capacity to the dean, who is ex officio a member and the chairperson of the committee, and transacts business delegated to it by the faculty.

The Graduate College has jurisdiction over all programs leading to graduate degrees. The principal administrative head is the dean, who is appointed in the same manner as the deans of other colleges. The faculty of the Graduate College consists of the president, the chancellor, the vice chancellor for academic affairs, the dean, the associate and assistant deans of the Graduate College, and all those who, on the recommendation of the departments or of other teaching or research divisions, have been approved by the executive committee and the dean of the Graduate College to assume appropriate academic responsibilities in programs leading to graduate degrees.

The School and Similar Campus Units: Dean or Director

In addition to colleges and departments, there may be other units—such as the school, institute, or center—of an intermediate character designed to meet particular needs. If such a unit is organized independently of a college, it is governed by the same regulations that govern a college. If it is organized within a college, it is governed by the faculty of the unit. The chief executive officer of the school or similar campus unit is the dean or director.

The Department: Head and Advisory Committee or Chairperson and Executive Committee

The department is the primary unit of education and administration within the University. It has the fullest measure of autonomy consistent with maintaining general college and University educational policy and correct academic and administrative relations with other divisions of the University.

A department is organized either with a head or with a chairperson. The head of a department is appointed without specified term by the Board of Trustees on recommendation of the chancellor and the president after consultation with the dean of the college and all department members of the rank of

assistant professor and above. In each department organized with a head, the head has the power to determine matters that do not affect other departments or properly come under the supervision of larger administrative units. The head of the department consults with an advisory committee, which is either elected by the faculty of the department from the staff who are on indefinite tenure, or is comprised of all members on indefinite tenure. (If the department is organized in divisions, the advisory committee consists of the heads of the divisions.)

A chairperson is appointed annually by the Board of Trustees on recommendation of the chancellor and the president after consultation with the dean of the college and with the executive committee of the department concerned. In each department organized with a chairperson, the voting faculty of the department (consisting of everyone with the rank of instructor and above) has power to determine matters that do not so affect relations with other departments or colleges that they properly come under the supervision of larger administrative units. The chairperson of the department is assisted by an executive committee constituted from the ranks of assistant professor and above and elected annually by the voting members of the department.

The headship form of governance is the most common at UIUC, with 62 departments operating in that mode. Nine departments use the chairperson form of governance.

Arguments for both forms of governance periodically surface, especially when a department is undergoing a change in leadership or when the unit is under review by the Council on Program Evaluation. Headship proponents emphasize the strong leadership potential in that form of organization and its demonstrated success in building strong UIUC departments in the past. Proponents of the chairperson system argue that an apparently more democratic form of governance may now be more suitable to an increasingly sophisticated faculty. In some departments there has historically been little evidence of an interest in change in the form of governance. On balance, the entire discussion may be taken as evidence of the insufficiency of mere paper governance descriptions and statutory provisions to describe working realities.

Principles of effective consultation are not necessarily excluded under headship departments where faculty members feel strongly supportive of and supported by departmental administrators. Nor are these principles necessarily guaranteed in departments where a chairperson seems insensitive to faculty advice. Departments with a relatively homogeneous

view of their mission and a unified sense of purpose may flourish under either system. One key to the successful functioning of any campus governance system is an effective administrator review system under which the faculty is able periodically to evaluate and make recommendations about the appointment or continuance of a unit executive officer in his or her position.

The Campus Senate

Each of the two campuses of the University has its own senate, with its own constitution and bylaws. The senates exercise legislative functions in matters of educational policy and recommend new programs and candidates for honorary degrees. Where matters may involve action by both senates, they fall under the purview of the University Senates Conference, an elected body of eighteen faculty members, nine from each senate, which determines appropriate referrals and actions and attempts to promote agreement between the two senates on issues requiring joint action. The conference must approve any amendments to the *University of Illinois Statutes* voted by the senates. The senates have considerable freedom in framing their own bylaws, but are required to establish committees or equivalent mechanisms in areas such as academic freedom and tenure, student discipline, and student affairs, which the *Statutes* specify they address.

The presiding officer of the UIUC senate is the chancellor or, in his absence, the vice chancellor for academic affairs. Faculty senators (200 in all) are elected from the respective degree-granting colleges and the library. Student senators, numbering no more than 50, are likewise elected by colleges. Ex officio members include the president, the chancellors of both campuses, the UIUC vice chancellors, and the deans. Between plenary sessions, which are normally held monthly, an elected Senate Council (an executive committee) of 17 faculty members and 4 students, on which the chancellor and the clerk of the senate sit ex officio, conducts necessary business. The chair of the Senate Council is elected from the senate faculty members. The constitution and bylaws of the senate and the most recent list of standing committees will be made available to the review team. The two campus senates also elect representatives to several statewide committees, in addition to the University Senates Conference.

The *Statutes* of the University (Article II, Sections 4 and 5) further stipulate an elected Faculty Advisory Committee, distinct from the senate, on each campus, and a Professional Advisory Committee for academic professional (nonfaculty) staff members. Each committee is intended to "provide for the orderly voicing of suggestions for the good of the University,

afford added recourse for the consideration of grievances, and furnish a channel for direct and concerted communication . . . [to] the administrative officers of the University" and other units on campus. The *Statutes* also require each campus to have a standing Council on Teacher Education (Article VII, Section 3).

Student Government

The Urbana-Champaign campus of the University of Illinois values the knowledge and perspective of its students and recognizes their importance in student policy formation. Students are able to affect academic interests and campus policy through governing bodies of housing units and through academic and financial advisory committees. Student referenda also serve as another means for students to express their views.

The Student Government Association (SGA) is the official voice of the student body. SGA is composed of 15 elected members (12 undergraduate and 3 graduate students) and more than 100 general members. University administrators seek student opinion from this governing body on issues such as tuition, ticket policies, and campus safety. A formal agreement defines the nature of the relationship between SGA and the campus administrators.

Within the campus housing structure, the Residence Hall Association (RHA), Interfraternity Council, and Panhellenic Council govern different constituencies. RHA has jurisdiction over all university-owned residence units. Through elected student representation, it coordinates educational, recreational, and cultural events for all residents. Along with these events, RHA plays an instrumental role in creating policies and regulations regarding the safety, comfort, and security of students within the campus housing units.

The Interfraternity and Panhellenic Councils preside over approximately 25 percent of the University students who choose to affiliate with undergraduate fraternity and sorority houses. These bodies develop standards and guidelines that must be followed in recreational engagements, athletic competition, and social standards. In addition, each council has its own judicial committee, providing disciplinary action when regulations are violated.

Students affect academic policy through the college councils. Made up of elected and volunteer members, these councils provide guidance to deans of colleges in the development of academic programs and curricula. The members of college councils are also used in an advisory manner. They aid

students in class preparation and in developing individual course schedules each semester.

As mentioned earlier, 50 students are elected to the Urbana-Champaign Senate. Collectively referred to as the Senate Student Association, they present student ideas for action in the senate. Students also work on most of the senate committees. At present, the governance structure of the senate is under review, and student participation is likely to be altered.

Students play an active role on campus advisory committees. Examples of such groups include the Illini Union Board, the Financial Aid Advisory Committee, and the McKinley Health Center Board. Advisory committees provide a forum for students to express concerns about programs, budget, support services, and priorities. There are more than 40 such committees.

Currently there are more than 700 registered student organizations on campus. The campus administration does not recognize such groups; it registers them. Criteria for registration are minimal. Most groups are entirely self-supporting through dues and other fund-raising projects. Some organizations receive some of their resources from a student activity fee called the Student Organization Resource Fee (SORF). Students have extensive control over how this fee is distributed.

The Student Organizational Resource Fee Board consists of 8 elected students and 3 faculty and staff members who recommend allocations for specific programs of registered organizations at the beginning of each semester. The vice chancellor for student affairs is charged by the trustees with reviewing the recommendations to make certain that the allocations are in accord with policy and regulation. About 95 percent of the recommendations are usually approved without comment. Through its funding of different student groups, including political, academic, athletic, and religious organizations, the SORF Board addresses many diverse campus interests and concerns.

The University provides students with many opportunities to be involved in policy and decision making. Students seem to enjoy working with faculty members and administrators on developing policy and in discussing issues of mutual concern.

The *Code on Campus Affairs and Handbook of Policies and Regulations Applying to All Students* is published annually and is made available to all new students. It reminds students of the University's commitment to the fundamental principles of academic freedom, equality of opportunity, and nondiscrimi-

nation. The *Code* provides major information that permits the student to function in the campus community. It includes all regulations applying to students.

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CHAPTER TWO

Planning Mechanisms

Change is not a rapid process at UIUC. The NCA review team of 1979 noted that there are so many checks, balances, and reviews in the system that it is surprising that change is ever realized. Although change might be termed almost evolutionary at the University, it does occur. It is usually thoroughly planned and deliberate—at least in times not fraught with financial crisis.

On the whole, change is generated by ideas that percolate through the organization from the faculty members to departments, schools, colleges, and the campus administration and, in some cases, on up to the central administration, the Illinois Board of Higher Education, the governor, and the General Assembly. It is the job of many committees and administrators at the various organizational levels to evaluate new ideas and then to reject, implement, or send them on for further review.

The planning and the evaluation of new ideas are done every day by faculty members and departmental, school, college, campus, and University administrators. Planning is also done as part of specially devised processes and by bodies created specifically to plan, evaluate, coordinate, or orchestrate some new direction or to review some existing program or activity with the possibility of change in mind. The purpose of this chapter is to introduce the NCA review team to several of the formal planning bodies and processes that exist at UIUC.

A. THE UNIVERSITY POLICY COUNCIL

The offices of the central administration of the University of Illinois are located on the Urbana-Champaign campus. Reporting to the president are the vice presidents for academic affairs and for business and finance, the chancellors of the two campuses, the secretary of the Board of Trustees and the University, the University counsel, the University director of public affairs, and the executive assistant to the president (see Figure 2 for a review of these relationships). These general officers constitute the University Policy Council. The council normally meets twice a month, and it also convenes for a one- to two-day conference before the opening of the academic year. Its agenda reflects the continuing overall interests of the University, matters of short- and long-term concern. Meetings are devoted to questions and problems presented by the president and by each officer for general information, discussion, and resolution. Thus the council provides a forum among the senior officers of the University, embracing concerns of each of the campuses and of the central admini-

stration. Among continuing matters considered by the council are planning and administration of the University budget, development of the University's appropriation request, strategic relationships with the General Assembly and with state government, a monthly agenda review preparatory to meetings of the Board of Trustees, and review of advice and recommendations from the University Planning Council.

B. THE UNIVERSITY PLANNING COUNCIL

The University Planning Council (UPC) is chaired by the vice president for academic affairs and includes the vice president for business and finance, two faculty members appointed annually by the senate of each campus, and the vice chancellors for administration, academic affairs, health affairs (UIC), research, and student affairs at each campus.

The major responsibilities of the UPC are to coordinate budgetary processes and to develop planning systems and procedures. The council makes recommendations to the president and the University Policy Council on budget requests, capital priorities, tuition and fee levels, allocation of funds in the internal budget, and University-wide academic matters. The council also reviews reports concerning salary surveys, space inventories, operation and maintenance division costs, employee head counts, graduate surveys, and the like. The UPC meets regularly on a monthly basis and more frequently when required.

C. THE CAMPUS PLANNING MEETING

Each month the vice chancellor for academic affairs hosts a Campus Planning Meeting that usually includes the two University vice presidents, the vice chancellors, and selected staff members from their respective units. These meetings permit both the central administration and the campus administration to raise questions, issues, and ideas of mutual interest and concern. Many topics appearing later on the UPC agenda are generated earlier in these meetings.

D. ADVISORY COMMITTEE ON CAMPUS PRIORITIES

In November of 1981, Edwin L. Goldwasser, who was vice chancellor for academic affairs at the time, gave the following charge to a committee of faculty members and administrators: "I am asking your committee to advise me regarding the size of reductions which we might attempt to make in our programs. I would expect your advice to lie somewhere in the

1%-5% range, although I would certainly give serious consideration to any advice you might wish to give outside that range." The vice chancellor's charge was in response to a specific budget problem in FY 1982. The members of the Advisory Committee on Campus Priorities (ACCP), chosen to deal with this unique problem, were selected because of their stature on campus as outstanding faculty members or administrators. They represented the diverse areas of the campus and were recognized as leaders among their peers.

The first year, the ACCP responded in an admirable fashion, giving the vice chancellor recommendations for budget reductions at a level greater than the 5% requested. Although the charge of FY 1982 was very specific, the mission of the ACCP soon became much broader. The vice chancellor used the group as a sounding board for his ideas on specific problems facing the campus and on various projects that he was considering. Additionally, he took care to brief the ACCP on the financial status of the campus and on the problems currently facing the campus administration.

The development of ACCP represented the first systematic attempt to involve faculty members in budget and planning decision making at the campus level and to provide them with the necessary information and tools to permit them to give expert advice on various financial questions. Before 1981, the vice chancellor for academic affairs and the chancellor had depended primarily upon the members of the campus administration, occasionally supplemented by representatives of the Senate Budget Committee and deans, for advice on financial campus priorities relating to planning matters.

Each year a considerable amount of time has been spent on making appropriate appointments to the ACCP to ensure that the committee's quality is maintained and that representation is broad. Committee members normally serve for three years, and the chair is usually a person who has had two years' experience on the committee. The vice chancellor for academic affairs, after consulting with the chancellor, submits a list of candidates to the senate. The members of the committee are then selected from those names approved by the senate.

Varying throughout the years, the major charges to the ACCP have included special studies of the College of Liberal Arts and Sciences, the College of Commerce and Business Administration, and computerization on campus. The present vice chancellor for academic affairs, Robert M. Berdahl, has continued to appoint and to use ACCP in much the same way that his predecessor did.

For FY1989, the committee has been restructured to involve the Faculty Senate more deeply in its deliberations. It has been renamed and is now known as the Priorities Task Force. Its membership was selected by the chancellor and the vice chancellor for academic affairs from a list of names, half of them provided by the campus administration and half by the senate.

The chancellor's complete charge to the Priorities Task Force was included in the September 15, 1988, issue of *IlliniWeek*. In brief, it involves two major assignments:

1. To formulate a process and to make recommendations for the realignment of resources so that the current budget will allow UIUC to sustain a high level of quality
2. To develop an annual procedure for identifying resources to be used for new and expanded program initiatives

Following several years of almost no increased funding, everyone is concerned about current salary levels and about identifying funds for increasing operating costs, remodeling, funding new ideas, expanding present programs, and so forth. The task force will attempt to identify solutions to these concerns.

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E. THE SENATE AND ITS COMMITTEES

There are a number of senate committees that perennially become involved in the planning process:

1. The Council on Educational Policy reviews and makes recommendations to the senate on a myriad of educational policy matters over which the senate has legislative jurisdiction: degree programs; initiation, changes, or discontinuance of curricula; requirements for award of degrees; grading regulations; experimental educational programs; and the budgetary implications of the foregoing. The chair of the committee is one of the two senate members who serve on the University Planning Council.

2. The Senate Committee on the Budget studies general trends in the budgets of the state and nation that may affect the University, the budgets of the University and the Urbana-Champaign campus, the allocation of resources among the different units of the Urbana-Champaign campus, the criteria followed in determining budgetary needs and in allocating existing and requested new resources, and the general implications of budget decisions for educational policy and the quality of academic and related programs in the University. The committee regularly advises members of the campus administration on the formulation of policies affecting the budget and on the allocation of funds requested by and appropriated to the University and the Urbana-Champaign campus. It reports on these matters and on its relations with the University and campus administrations, and it makes recommendations to the senate. The chair of this committee also serves on the University Planning Council and, with the senate member mentioned above, is involved in the review and development of recommendations regarding the new and expanded program requests to be submitted to the state of Illinois. These same individuals usually represent the senate at all of the major campus operating budget meetings.
3. The Committee on General University Policy studies general University policy in broad terms, consults other committees, and reports and make recommendations to the senate. Such policy matters include the size and composition of the student body; budget trends as related to the quality of the University and its capability to satisfy public demands on it; educational policy as to creation, combination, and changes in affiliation or abolition of departments, centers, divisions, institutes, colleges, campuses, and similar educational, research, and public service units; the allocation of resources among such units and the methods that administrative officials use in making such allocations; and formulation of policy in anticipation of major societal changes. It should also be noted that the General University Policy Committee monitors the activities of the Council on Program Evaluation each year.

The deliberations of these and other senate committees contribute greatly to the planning process.

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F. DEVELOPING THE OPERATING BUDGET REQUEST

The development of the annual operating budget request involves extensive planning at all levels of the campus. That part of the process related to the development and review of new programs and major improvements in existing programs for possible inclusion in the budget request varies considerably from year to year. The process depends on the number of unfunded program requests in the campus pipeline, the projections and expectations of incremental state funds available for programmatic requests, and so forth. However, the process that will be described here is the one used at the campus level in recent years when prospects of new state funds seemed at least fairly reasonable.

The critical steps and the timing involved in preparing a typical operating budget request are presented in Figure 4. In this example, FY 1990 was selected as the year in which the incremental funds requested are to be provided. Illinois does not use zero-base budgeting. Thus the University is usually safe in assuming that its current base budget will not be reduced. It attempts to get the state to increase the current base so that it can meet the needs it has identified for the following year.

In September of each year, the vice chancellor for academic affairs writes to the Senate Budget Committee to request its recommendations concerning the percentage increases to be requested in faculty compensation and price increases for the next fiscal year. At the same time, the staff at the central administration reviews enrollment trends and pressures, considers tuition and fee levels, performs salary studies involving peer institutions, determines expected rates of inflation, and so forth. The vice chancellor also asks the library to try to predict the rate of inflation for the budget year in question for book purchases, binding, and other related library costs. Representatives of the Operation and Maintenance Division (O & M) and of units moving into new buildings in the budget year calculate utility costs for operating those buildings and the additional O & M and departmental costs of operating the facilities. The results of these efforts are discussed with the various groups accumulating the information, with the deans and directors, at campus planning meetings, and at meetings of the University Planning Council and the University Policy Council before the preliminary request goes to the Board of Trustees in June. Fine-tuning takes place throughout the following summer, and in September the request is sent to Springfield, where it is first reviewed by the Illinois Board of Higher Education. The remaining steps in the process are included on the chart in Figure 4.

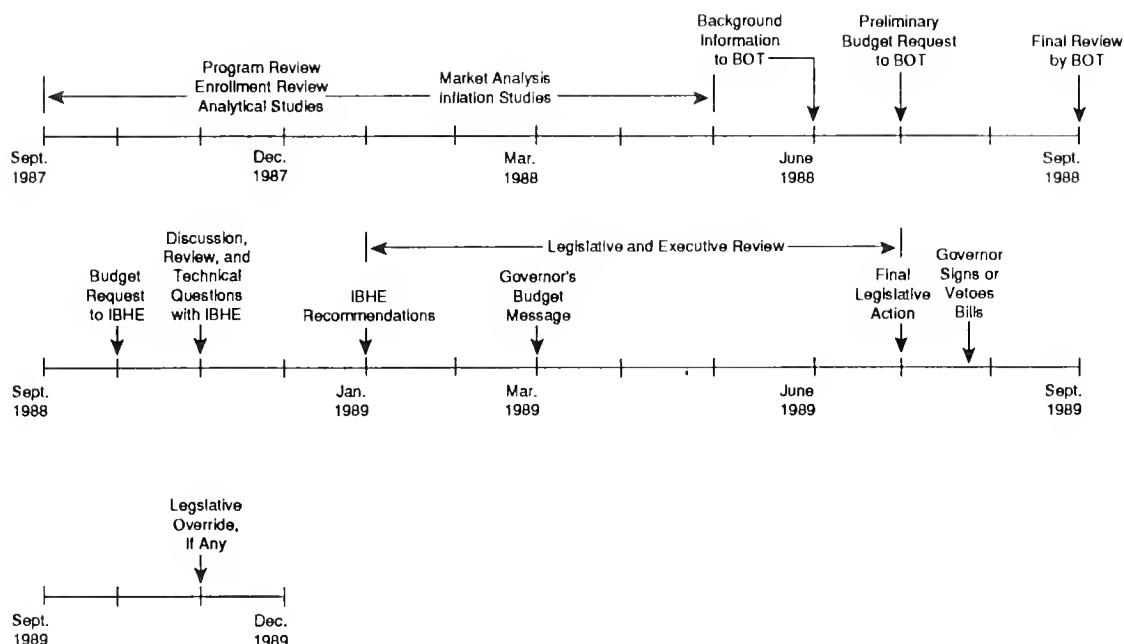


Figure 4. Timetable for the planning and budget process at the University of Illinois (FY 1990 budget dates shown).

New program directions and activities are continually being generated within existing budgets at the departmental, school, college, and campus levels and through grant and contract funds provided by outside agencies. However, it is through the annual operating budget process that major new program efforts or major improvements receive broad-based scrutiny, evaluation, and discussion.

Typically, each September the vice chancellor for academic affairs asks all units on campus to submit any program requests for which they need incremental funds. These requests are screened and prioritized at the department, school, and college levels. Then meetings are arranged so that proponents of the programs can present their requests orally. The audience at such sessions traditionally includes the chancellor, the vice chancellors, deans and directors, several members of the Senate Budget Committee, several members of the Advisory Committee on Campus Priorities, and various staff members involved in budgetary matters. The purpose of these meetings is not only to provide the chancellor and vice chancellors with recommendations regarding those items to be included in the programmatic portion of the operating budget request, but also to offer suggestions for strengthening requests, for combining them, for packaging them for presentation to the IBHE, and so forth. Attendees quickly become informed about the new ideas and endeavors percolating through the campus system and impart that information to their colleagues.

Those attending the meetings are asked to rate each proposal. The ratings are collected and evaluated and, on the basis of the consolidated results, the chancellor and vice chancellor for academic affairs develop a programmatic request totalling approximately \$9 million to \$11 million. This package then becomes another major component of the operating budget request and, with the material mentioned earlier, goes on to the Board of Trustees in June for preliminary review.

The following list is offered to give the reader some idea of the campus priorities emerging from this process and to indicate the specific programs that received incremental funding from the state for FY 1985 through FY 1987:

		Incremental Funds Provided for FY 1985-FY 1987	
<hr/>			
1. Scientific and Technological Advances			
a.	Interdisciplinary Research in Biotechnology	\$	723,000
b.	Research in Artificial Intelligence/ Cognitive Science		220,000
c.	Program in Surface Chemistry and Catalysis		120,000
d.	Interdisciplinary Program in Environmental Toxicology		144,000
e.	National Center for Supercomputing Applications		2,000,000

f.	The Beckman Institute	770,000
g.	Value-Added Agriculture	<u>500,000</u>
		\$ 4,477,000
2.	Promoting Instructional Excellence	
a.	Strengthening Undergraduate Education (Liberal Arts and Sciences)	\$ 1,300,000
b.	College of Veterinary Medicine	700,000
c.	Strengthening Commerce and Business Administration	800,000
d.	Equipment Replacement	250,000
e.	Office of School Research and Improvement	<u>515,000</u>
		\$ 3,565,000
3.	Minority Access	
	Minority Retention-Transition Program	\$ 150,000
4.	Engineering Revitalization	\$ <u>4,550,000</u>
	Total	\$12,742,000

There were several additional major categories, such as library support and academic support (Krannert revitalization, campus security, environmental health and safety, O & M deficiency, etc.), for which no funds were provided.

It should be noted that many of the specific programs included in the annual operating budget request may include multiple-year budget increments and may appear in the campus request for as many as three or more years. However, the IBHE loses interest rapidly in multiple-year requests and seldom recommends new incremental funding beyond four or five years. FY1988 and FY1989 were omitted from the information provided in the previous paragraph, for the state of Illinois provided no new incremental funds for programs in either of those years.

G. DEVELOPING THE CAPITAL BUDGET REQUEST

The development of the annual capital budget request follows much the same schedule already outlined for the operating budget request. However, this important planning function involves a somewhat different set of characters.

Each year the vice chancellor for academic affairs appoints the Facilities Planning Committee (FPC) to review the prioritized requests submitted by the colleges and major administrative units for new buildings, remodeling, and land acquisition. This committee is chaired by Donald Wendel, Vice Chancellor for Administrative Affairs. Members of the Office of Facility Planning and Management serve as staff. Each of the major academic and administrative units on the campus is repre-

sented. Consultants from the Chancellor's Office, the Office of the Vice Chancellor for Academic Affairs, the O & M Division, the Office of Environmental Health and Safety, Capital Programs, and the Office of Facility Planning and Budgeting also attend all meetings. An undergraduate and a graduate student are appointed to the committee.

The representative of the Office of the Vice Chancellor for Academic Affairs is deeply involved in the development of both the operating and the capital budget requests. Thus the representative provides the necessary coordination required between the two requests.

The FPC begins reviewing the various projects in the fall. Usually by April of the following calendar year, it has prepared its recommendations regarding the priorities and projects to be included in the annual capital budget request. The chancellor and the vice chancellor for academic affairs then review those recommendations and determine the preliminary capital budget request that is submitted to the central administration in May and to the Board of Trustees in June as part of the total University request.

The actual review process used by the committee each year tends to vary, depending on the number of projects in the capital pipeline, the financial situation in the state, and the like. Occasionally the staff of the Office of Facility Planning and Management merely suggests the priorities and the projects. For those years that the state funded very few projects in the previous year, such action is appropriate. In other years, the committee may ask every dean or director to present his or her long-range capital plans for the particular unit represented. Such information is used to develop multiple-year capital budget requests and coordinated long-range capital plans.

In the past ten years, buildings partly funded by gift funds (the Beckman Institute and the Krannert Art Museum) have risen rapidly to the top of the capital list. Also, the campus administration, in an effort to provide short-term relief for some critical space problems, has funded and constructed some small buildings with its own operating funds. Such projects will be discussed later in the section on physical facilities.

H. AD HOC EFFORTS

Since 1979, both the central administration and the campus administration have appointed numerous committees that have strongly influenced the planning of the campus and the direction it has moved on various issues. A number of the committees appointed in the past two years are listed below to give the reader a feel for the diversity of the topics addressed:

1987-1988

Ad Hoc Committee on Fee Structure
 Special Ad Hoc Committee on the Illini Media Company
 Ad Hoc University Committee on Oral Proficiency
 Computer Fee Advisory Committee
 Ad Hoc Committee on Undergrad Admissions Procedures
 Committee re Campus Honors Day
 Committee to Study Central University Committees (Senates Conference)
 Ad Hoc Committee on Bioprocessing
 Committee on Current and Proposed Programs for Academic Support
 Energy Conservation Committee
 Committee to Study Financial Burden on Urbana Schools (from foreign language students from Orchard Downs)

1988 -1989

Architectural Design Review Committee
 Advisory Committee on Administrative Computing
 Governance Review Task Force for Intercollegiate Athletes
 Illini Union Food Service Ad Hoc Committee
 Program Committee for Senior Administrator Seminar
 Personnel Administration Steering Committee
 Committee on Revision of the *Campus Administrative Manual*
 Nonacademic Personnel Policy Committee (to coordinate with HRMS Implementation Committee)
 Committee on the Minority and Female Business Enterprise Act (implementation of act)
 Computer/Networking Planning Retreat (to develop a strategic network plan)
 Ad Hoc Committee on a Comprehensive Recreational Plan for the North Campus
 College of Agriculture Committee to Study Current and Future Needs for Research Farm Land and Facilities
 Task Force on Unrelated Business Income (sale of computer time by Computing Services Office)
 Task Force on Student Volunteerism
 Ad Hoc Committee on AIDS
 Budget System and Process (HRMS Budget)
 Ad Hoc Committee on the Future Directions of Extension in Illinois
 Committee on Professional Development for Academic Professionals
 Chancellor's Committee to Combat Discrimination on Campus
 Campus Council on Undergraduate Education
 Review Committee for University Press
 Task Force on Student Use and Abuse of Alcohol
 Computer Policy Committee for Beckman Institute
 Cash Position Committee
 University Committee on Illegal Drug Use and Alcohol Abuse

Computer Strategies Committee
 Computer Fee Advisory Committee
 Ad Hoc Committee on Salary Policy
 Emerging Programs Initiative Committee (EPIC)
 Committee on University Press Series in Literature
 Committee to Review Structure of Applied Life Studies College
 Special Task Force to Examine Freshman Year (from student affairs standpoint)

The committee titles indicate, for the most part, the topics that were addressed.

During the past ten years, both the central administration and the campus administration have turned to outside consultants more frequently than in the past for help. The following firms were hired:

Firm	Product
Sasaki Associates, Inc.	North and South Campus Master Plans
Sasaki Associates, Inc.	Sign-Light Standards Study
Hitchcock Designs	Allerton Park Master Plan
Barton-Aschman	Parking Garage Site Study
Land Design Collaborative	Beckman Institute Quad and Sculpture Site Planning
Smith, Hinchman and Grylls	Beckman Institute
Holabird and Root	Addition to the Digital Computer Laboratory
Severns, Henneman, Raufeisen and Associates	Microelectronics Center
Sargent and Lundy	North Campus Utility Building
Smith, Hinchman and Grylls	Plant and Animal Biotechnology Laboratory
Phillips-Swager and Associates	Addition to the Animal Sciences Building
Holabird and Root	Commerce Quad
LZT	Headhouse-Greenhouse
Heery-FABRAP	Athletic Center Master Plan
Holabird and Root	Baseball and Track Stadium
Unteed, Scaggs, Nelsen, Ltd.	Foellinger Auditorium
Booth/Hansen and Associates	Swanlund Administration Building
	Kinthead Pavilion-Krannert Art Museum

The vast majority of the efforts mentioned in this section have been invaluable in helping to develop policy, to implement specific changes, and to provide plans for the future. It should

be apparent that planning at UIUC includes a giant cast of characters among the campus community.

I. CONCLUSION

UIUC's planning mechanisms are alive, well, and diversified. During the past ten years several trends in this area have become apparent:

1. The campus administration has attempted to draw more faculty members and lower level administrators into the planning process. Not only has it proven helpful to broaden the base of advice on many issues, but it has also helped those involved to broaden their view of the campus operations and problems.
2. Senate committees are consulted more frequently about various issues and problems facing the campus, and the senate now has a larger role in selecting representatives for planning groups. More representatives from the senate now are involved on both campus and University planning groups.
3. Student representatives at both the graduate and undergraduate levels are routinely appointed to campus committees. This was not true ten years ago. The student representatives are usually identified by the Student Government Association.
4. The University is turning frequently to outside consulting firms to help it with specific problems. This practice is met with some criticism by those who point out that it is costly, that the time educating the consultants regarding University problems could be more profitably spent solving the problems with internal personnel, and that no one from outside can fully understand the institution's problems in just a short period of time. On the other hand, the University saves money by not having such "experts" on the payroll full time. Consultants usually have considerable expertise and know what has worked elsewhere in similar situations. They tend to intensify and to focus the planning process, which usually leads to solutions more rapidly. They often provide a wide range of alternative solutions and an objective air to the evaluation process.

The campus administration continues to try to achieve a proper balance in the message it communicates to faculty members and administrators each year. To plan for the future without raising the expectations of those involved to an unreasonably high level is difficult. If they do a great deal of work to develop a new program or a capital project for

possible funding only to learn that state funds are unavailable or that the IBHE, the governor, or the General Assembly has denied their request, they will not be eager to go through the process again. In fact, in some cases they become totally discouraged. Thus the goal is to try to maintain enthusiasm for the planning process by finding resources, either on the campus or elsewhere, to permit faculty members and units to carry out those worthwhile activities they have identified.

References

Increasing the Involvement of Faculty and Administrators in the Retrenchment Process. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. July 1982.

CHAPTER THREE

Faculty and Administration

A. QUALITY

The faculty at the Urbana-Champaign campus includes nearly 80 current members of the American Academy of Arts and Sciences, the National Academy of Sciences, and the National Academy of Engineering. Eight scientists at UIUC have received the National Medal of Science while on the faculty. The campus has the largest number of scientists and engineers of any university listed in the most recent edition of *Who's Who in Technology*.

Since 1984, 31 faculty members have received the Presidential Young Investigators Award, presented by the National Science Foundation. Two faculty members were Guggenheim Fellows in 1987. Five were named Fulbright scholars. In 1986-87 the campus led the nation with 17 Fulbrights.

Additional evidence of excellence among the members of the faculty could be provided, but the point to be made here is that UIUC does have an outstanding faculty that includes many individuals who have received international acclaim in their particular areas of expertise. These are the people who are responsible for the University's excellent reputation, much of its tradition, and its future.

It should also be noted that many of the administrators on the campus are also recognized as leaders in higher education in the United States. Many of these administrators were once faculty members at UIUC.

References

Facts, 1987-88. Office of Publications, University of Illinois at Urbana-Champaign. 1987.

B. RECRUITMENT AND RETENTION

Following approved affirmative action guidelines, the units on campus recruit faculty members on a national and even a worldwide basis for the most critical positions. *The Chronicle of Higher Education* is probably the most common vehicle used to advertise vacant positions. The usual travel allowances are provided for those candidates asked to visit the campus. Moving allowances are usually provided to those who are selected to fill positions.

In the past ten years the campus has increased the number of incentives it provides to attract people it wants. The colleges

and departments have worked diligently to increase the number of partial and full distinguished chairs they have to offer. The first summer or two of a faculty member's appointment may be funded to provide him or her with special time for research. Packages involving equipment purchases, staff support, and remodeling have been developed. A Dual-Career Couple Job Assistance Program has been instituted to find positions for spouses of people hired.

A central recruiting fund has been established in the past two years in the Office of the Vice Chancellor for Academic Affairs to supplement funds from departments and colleges to establish recruiting packages. This fund totals approximately \$800,000 on an annual basis.

The Office of Publications has recently published a brochure, *Life and Work*, especially designed to help attract new faculty members to UIUC. A new recruiting videotape has also been produced and is available to departments and colleges upon request.

As might be expected, outstanding faculty members receive numerous outside offers from other institutions, agencies, businesses, and industry. Units are free to call upon the vice chancellor for academic affairs to help financially in developing counteroffers to retain their best people. Such counteroffers usually take the form of salary increases to be provided the following fiscal year. The unit proposing the counteroffer is asked to provide at least two times the average annual salary increase planned for that year; the campus administration provides the rest.

Various data are kept with regard to the numbers of faculty members leaving each year. Exit interviews are often conducted with these people to determine why they are leaving. It is clear that salary level and benefits are both major factors in the equation.

Faculty losses in the past few years are indicated in Table 1, with the average salary increases provided in new state dollars for those same years. Naturally the campus administration is concerned by the significant increase in losses that occurred in FY 1987 and FY 1988. This concern is reflected in the fact that it reallocated funds to increase the 5.7 percent average provided by the state for FY 1989 salary increases to 7.0 percent.

Table 1. Faculty Losses and Average Salary Increases, FY 1981 to FY 1989

Fiscal year	Faculty who left, no.	Average salary increase, %
1989	Not yet available	5.7
1988	79	0
1987	59	5.5
1986	41	8.0
1985	44	6.0
1984	65	7.5
1983	70	1.5 (midyear allocation)
1982	69	10.0 (2% midyear allocation)
1981	61	8.0

References

Life and Work at the University of Illinois. Office of Publications, University of Illinois at Urbana-Champaign. 1988.

Report of UIUC Faculty Resignations and Retentions (August 21, 1986—August 20, 1987). Office of Instructional and Management Services, University of Illinois at Urbana-Champaign. December 1987.

C. SALARY POLICY

Each year the UIUC salary policy is published in the *Budget Guidelines*. The policy has changed little in the past ten years. UIUC has traditionally dealt with faculty salary decisions in a very decentralized manner. Funds are provided to colleges, and colleges are free to make allocations to departments at the deans' discretion. All major groups—negotiated, prevailing, nonacademic, and academic—are allocated the same percentage on their salary base. Thus they all start on an equal footing.

During several of the past ten years, the Office of the Vice Chancellor for Academic Affairs conducted peer salary reviews for each academic department. In years when reasonable salary increase levels were provided by the state, differential allocations of salary increase funds were made to colleges on the basis of results of the peer studies. Recommendations were sometimes made with regard to possible percentage salary increases to be provided to individual departments, but such percentages were not mandated.

Salary increases are provided to members of the academic group primarily on a merit basis. In some years a small percentage may be suggested or even mandated to meet market increases, but unit heads are always free to provide no increases at all with proper justification. Units can also get permission to reallocate a portion of their existing base budget to supplement the salary increase funds provided by the campus. The amount generated by a unit in this fashion usually does not exceed a percent or two.

There is a petition and review process for faculty members who believe their salaries are too low by reason of sex, race, color, national origin, or religion. The policy has its origins in affirmative action/equal opportunity and does not apply to perceived inequities stemming from causes other than those mentioned.

To initiate the equity review process, the complainant files a written petition with the executive officer of his or her department or unit. This petition describes the peers with whom a comparison of salary and accomplishments is made and states the dollar amount of the perceived salary discrepancies. Because market factors can vary to a considerable degree from discipline to discipline, the petitioners are directed to seek counterparts within their own discipline or, in the case of small departments, in closely related disciplines. To be acceptable for review, the petition must describe a discrepancy between the salary of the petitioner and the average of the appropriate counterparts that exceeds 7 percent of the petitioner's salary.

After receiving the petition, the departmental or unit executive officer meets with the petitioner to determine (with the help of a standing or ad hoc committee, if necessary) whether the petitioner has named appropriate counterparts. If further review is warranted, the petition is referred to a standing or ad hoc committee appointed by the executive officer. When the committee has completed its review, its recommendations are communicated in writing to the executive officer, who is charged with making a decision. The unit executive officer's decision is communicated in writing to the petitioner and, for purposes of review, to the administrator to whom the unit executive officer reports. This administrator will review all materials examined at the departmental level and will assess whether fair and proper procedures were followed and whether the decision at the departmental level was sound. The reviewer's decision is final.

For FY 1989, incremental salary increases were allocated on an across-the-board basis to all colleges and administrative units. Units received enough to provide 5.5 percent salary increases for all academic employees. Units also received promotion bonus monies of \$1,500 for those being promoted from assistant to associate professor and \$2,500 for those being promoted from associate to full professor (a policy introduced in the past two years). Units were then required to reallocate sufficient funds internally so that continuing academic employees would achieve a salary increase of at least 7 percent as a group. Finally, approximately \$250,000 was distributed to address salary compaction problems created by increases in the entry level salaries for new faculty members that outstripped the incremental salary increases available to faculty hired in the most recent three years. This was a particular problem because the campus received no incremental salary increase funds for FY 1988. The campus as a whole achieved salary increases of slightly more than 7 percent for continuing academic employees.

The nonacademic employees are on a step plan, which is designed to provide periodic increases, special merit increases for superior performance, reclassification increases, and so forth. There is less flexibility to recognize merit in this system than in that used for academic employees.

All employees in the negotiated groups, which are largely in the crafts in the O & M Division, receive whatever percentage increase is negotiated for them; however, as explained before there is a cap on the amount provided on their salary base. Thus they cannot get a higher average salary increase as a group than that going to other campus groups.

According to state law, persons in some prescribed crafts must be paid the prevailing wage rate as negotiated by the unions for those crafts in the community. Thus this group of employees may get higher percentage increases than other groups, but if that is true, the extra funds required to fund a portion of those increases is obtained by reallocation of funds in the salary base of that group. Thus the number of persons in the group is sometimes reduced to help provide higher salary increases for those who remain.

In preparing its case for salary increases, which goes to the IBHE each year, the University does comprehensive salary and benefits comparisons with those at peer institutions to demonstrate its need for such funds. However, the IBHE tends to ignore these data. It almost always recommends exactly the same percentage for salary increases for all five systems in the

state. On rare occasions the campus has been able to convince the IBHE that special salary increase funds are needed in a particular college to keep salaries in that unit competitive with those of its peers.

References

Budget Guidelines (FY 1989). Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 1988.

D. EVALUATION

Faculty Review

An appointee receiving his or her first contract at this University as an assistant professor or instructor enters a probationary period of seven academic years of service. Prior academic service at other academic or equivalent institutions may be credited up to a maximum of three years toward the fulfillment of the probationary period. An assistant professor or instructor may be considered for promotion and tenure at any time before the sixth year of the probationary period, when such consideration must take place for those who have not already achieved indefinite tenure. There are three alternatives if an individual in the sixth year of the probationary period is not recommended for tenure and promotion to the rank of associate professor or for tenure without change in rank:

1. Terminal Contract
2. Special Agreement to Accept Academic Appointment and Reappointment for Definite Term ("W" Contract). This agreement releases the University from any commitment to grant tenure and should be used only in cases involving nonstate funds.
3. Extension of Probationary Period ("Rollback"). Such an agreement must be drawn up by the legal counsel and is used only in exceptional cases and upon appropriate approval.

Within strictly defined limits, tenure-track faculty members who provide service to the University of Illinois for less than a full appointment year may determine whether they wish to have that year counted toward completion of the probationary period. They submit their requests in writing to the department head or chairperson. If approved at that level, their requests must then be submitted to their dean and the vice chancellor for academic affairs for final review and approval. The appointee's choice, if approved, cannot be reversed thereafter.

The campus guidelines for review of faculty members in the second or third year of their probationary period are listed below:

1. Each department or equivalent academic unit is asked to be certain that all faculty members are aware of the general campus and college statements of criteria for advancement in rank. If the unit has adopted additional or different criteria, these must be communicated to the faculty. In addition, the faculty are apprised of the various levels through which a recommendation for promotion must pass.
2. In the second or third year of an individual's probationary period, an informal review of his or her progress is made. The results of this review are communicated, orally or in writing, to the faculty member. Where advisable, departments may seek outside letters of evaluation and any other material that may be useful for an evaluation. It is understood that the results of any such evaluation in no way commit any future decision pertaining to promotion and tenure.
3. A faculty member who feels that he or she has not received adequate information about his or her progress and current prospects is directed to request the executive officer of the unit, in writing, to give such advice.
4. The dean or equivalent administrative officer is informed of the outcome of each of these reviews.

Recommendations for promotion are reviewed at the department, college (or similar unit), and campus levels. First, the executive officer of each department submits to the dean or director the promotion papers and a letter listing the names of all individuals recommended by the department for promotion. The letter describes the procedures and criteria followed by the department in developing recommendations for promotion. Next, a similar letter from each dean or director concerning the procedures and criteria followed in reviewing departmental recommendations is submitted, along with the promotion papers, to the Office of the Vice Chancellor for Academic Affairs. Copies of these materials are forwarded to the Committee on Promotions and Tenure and to the dean of the Graduate College; their recommendations are submitted to the vice chancellor, who makes the final determination in each case and communicates the decision back down through channels. (Recommendations for promotion to the rank of instructor or assistant professor that do not involve indefinite tenure are not reviewed by the Committee on Promotions and Tenure; they are reviewed by the dean of the Graduate College and the vice chancellor.)

For each nominee for promotion in academic rank or for tenure without change in academic rank, supporting factual information and evaluative statements must be submitted under those of the following categories that are relevant: (1) resident instruction and continuing education; (2) research, creative, and other scholarly activities; (3) public and University service; and (4) other services.

Evaluations of the nominee's teaching and public service are provided, with documentation whenever possible. Staff members from the Office of Instructional and Management Services and the Office of Continuing Education and Public Service help departments study ways to improve reporting in these areas. To make the best case, teaching documentation includes both peer and student evaluation. In student evaluation, the Instructor and Course Evaluation System (ICES) is available throughout the campus and must be used. A number of methods are used to obtain peer evaluation of teaching performance, including but not limited to the following: systematic classroom visitation (that is, by several colleagues for several lectures throughout the course); examination of instructional materials; and consideration of a candidate's direction of master's and doctoral theses (especially for someone recommended for promotion to professor), along with a record of the academic and professional achievements and positions occupied by those who have completed their advanced work under the candidate's supervision.

Letters from at least three scholars or professional specialists outside the University are required for each nominee. It is rare that more than five letters need be solicited, but all letters received must be included in the promotion papers. Although it is appropriate for candidates to suggest persons familiar with their work, the departments also seek letters from referees other than those suggested by the candidates.

Under typical circumstances, promotion to associate professor is based upon real promise, fortified by tangible, developing evidence, that the individual will become a leading researcher-teacher-scholar or creative artist. Promotion to professor is based upon promise fulfilled and is accompanied by evidence of the attainment of national or international stature in a field.

The three prime missions of the University are teaching, research, and public service. In any promotion process, consideration is given to performance of the individual in all three of these areas. However, the three do not warrant identical treatment or equal weight. The most important criterion is research, scholarship, creative performance, or the equivalent. Since every faculty member cannot realistically be

expected to perform outstandingly in the scholarship, resident instruction, continuing education, and public service functions, promotion and tenure decisions operate on a compensatory system; some weakness in one area may be offset by particular strength in another. But if a candidate is weak in creativity—whether in research, scholarship, or creative artistry—a question must be raised as to whether promotion or the awarding of indefinite tenure is in the best interest of the campus.

Each fall the vice chancellor for academic affairs sends his "Promotion and Tenure Policies and Procedures" package to deans, directors, and heads of academic and administrative units. It includes a number of documents related to the review of faculty and spells out the evaluation procedures to be followed.

In a typical year approximately 120 faculty members are recommended for promotion. Usually about 5 percent of the recommendations are denied at the campus level.

Administrative Review

Deans, directors, and departmental chairpersons are evaluated each year, usually by the executive committees of the units involved. Their recommendations for or against reappointment are then forwarded to the chief executive at the next organizational level above them. Those recommendations finally reach the Board of Trustees for action after having passed through the designated units. Note that there is no provision for the reappointment of department *heads*. The head of a department is appointed without a specified term.

The dean of the Graduate College is evaluated not only by the executive committee of the Graduate College, but also by the members of the Graduate Research Board. The University librarian is reviewed by the Library Committee of the senate.

The guidelines, procedures, and regulations relating to these annual reviews are distributed to all units each fall. The reviews then take place during the year, and the recommendations resulting from the evaluations are forwarded to the vice chancellor for academic affairs the following May.

Five-year evaluations of all of the administrators already mentioned are required. There is no prescribed procedure for such reviews. The units are urged to design whatever evaluative method that best fits their needs and at the same time involves all of the faculty members in the unit. Personnel of the Office of Institutional Management and Services are available to help design and carry out such evaluations. They

tend to bring some consistency to the process, for they know what has been done in other units. Recommendations based on the findings of these evaluations are once again forwarded up the organizational chain to the Board of Trustees.

References

Annual Reappointment of Certain Administrative Personnel. Communication No. 15. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 31 August 1988.

Notice of Nonreappointment for Nontenured Faculty Members. Communication No. 10. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 31 August 1988.

Promotion and Tenure Policies and Procedures. Communication No. 9. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 31 August 1988.

E. CENTER FOR ADVANCED STUDY

A special academic unit of the Graduate College, the Center for Advanced Study is committed to recognizing excellence in scholarship and creative achievement, providing opportunities for selected faculty members to expand their professional capabilities, and encouraging the development of new programs and research initiatives.

Appointment to a professorship in the center is the highest recognition that the campus can bestow upon members of its faculty. Professors are chosen from among the most productive and widely recognized scholars on the campus. Selected from among the tenured academic staff in annual competition, associates in the center are appointed for all or part of an academic year to carry out self-initiated programs of scholarly research or other professional activities. Fellows in the center are selected from among the most promising nontenured faculty members and are appointed for one semester to carry out independent work in their areas of scholarly or professional activity.

The center's Resident Studies Program is aimed at generating new programs and enhancing collaboration across departmental and institutional boundaries on issues of importance to the campus or to society at large. These activities include problem-oriented projects, seminars, workshops, informal get-togethers, and temporary appointments, all intended to encourage initiatives by faculty members to develop collaborative networks and new educational and research programs. In

addition, the center staff supports and participates in the George A. Miller programs, arranging unique cultural events and bringing interesting visitors to the campus to interact with students, faculty, and members of the local community.

References

Academic Staff Handbook, 1989-90. University of Illinois at Urbana-Champaign. 1988.

F. UNIVERSITY SCHOLARS PROGRAM

In 1985 the University Scholars Program was launched to recognize promising younger and senior scholars. The main objective of the program is to identify outstanding members of the faculty and to provide each with a modest sum annually for a specified number of years. The program serves to reward faculty members already at UIUC and to attract others who are being recruited.

The importance of these awards lies in the flexibility with which funds may be spent. Recipients may use the funds for any purpose that will further their teaching, research, or public service, but the funds may not be used to provide salary rate increases. The awards are not made for a specific project or proposal; rather, they are a symbol of the recipient's excellence and the University's commitment to foster outstanding people and their work. Therefore, the awards are made through nominations, not by application. Final selection is made by a committee of senior campus faculty.

Approximately 15 to 18 recipients are identified each year from many different disciplines—from arts and humanities to engineering. The awards are made at two levels:

1. Awards of \$10,000 per year are made on a three-year basis to relatively senior members of the faculty whose work is clearly superior. Senior University scholars may be individuals already on the faculty, or the awards may be used to attract people from other institutions to the University. Nominees for these awards are carefully screened to assure that those selected are among the best in their fields.
2. Awards of \$5,000 per year are made on a three-year basis to members of the faculty who are no more than ten to twelve years from the doctorate or other terminal degree. The University scholars are individuals who show great promise that is clearly demonstrated by their scholarly productivity. Current members of the faculty and those the University wishes to attract from other institutions are eligible for these awards.

References

University Scholars for 1987. University of Illinois. 1987.

G. STUDY IN A SECOND DISCIPLINE

The LAS Program of Study in a Second Discipline offers faculty members an opportunity to extend their scholarship through study in a separate field. Awards are limited to a *maximum* of 4.00 FTE fellows per academic year. The college provides \$10,000 in funds to home units of the fellows. These funds may be expended as the unit chooses.

Awards are granted on a competitive basis. Competition is limited to tenure or tenure-track faculty of the college, but the study may take place in any campus unit. Fellows are required to report on their activity at the close of the study period. As part of the program, after a three-year period, a follow-up inquiry includes both the unit executive officer and the fellow.

Three broad criteria guide the selection process:

1. Applicants must demonstrate the need for formal study in another discipline to undertake new inquiries in research and teaching.
2. The second discipline is to be sufficiently distant so that the applicants cannot accomplish their objective on their own.
3. The second discipline is not to be so remote from the applicants' primary areas that they cannot apply the new field in their research and teaching.

References

Study in a Second Discipline. College of Liberal Arts and Sciences, University of Illinois at Urbana-Champaign. 1987.

H. CONCLUSION

In the past ten years faculty members being recruited to UIUC seem to have an increased interest in, among other things, the level of compensation offered, the quality of the space and equipment to be provided, the cultural and recreational opportunities available, and the level of support services provided. The quality of the colleagues with whom they will be associating is still extremely important, but other factors have apparently achieved a heightened importance in their deliberations. During the past two years the campus has experienced a loss of purchasing power of about \$20 million because the state of Illinois did not augment the University's budget appropriately during those years. In such an environ-

ment, it has become increasingly difficult both to recruit and to retain outstanding faculty members.

Competitive faculty salary increases and benefits have remained at the top of the UIUC priority list for the past ten years. Often when the state has failed to respond by providing reasonable salary increases, the campus administration, colleges, and departments have combined efforts to reallocate additional dollars to improve the situation.

The \$800,000 campus pool to help develop attractive recruiting packages, special funds for promotion bonuses, special funds to correct salary compaction at various faculty levels, the University Scholars Program, and the Program of Study in a Second Discipline are all initiatives developed in the last several years to help improve morale and to make the institution more attractive to faculty members.

Major effort has been expended in the past decade in evaluating both faculty members and administrators, in keeping them all updated on review procedures and criteria, and on informing them of the results of these evaluations. Faculty members, for the most part, are familiar with the promotion and tenure requirements and have no serious objections to them.

Good teaching has gained more stature in the scheme of things and has acquired more importance in the promotion and tenure process. It must now be documented thoroughly at the time promotion recommendations are sent forward. It is safe to say that faculty members who do not demonstrate decent teaching skills, even if they are outstanding researchers, will not acquire tenure or be promoted.

Despite all that UIUC has done to counteract the negative forces in recent years, the number of faculty members leaving is once again approaching the all-time high of the past decade. Many are beginning to question seriously the commitment of the state of Illinois to higher education. If the state does not respond positively to the University's budget requests in the near future, UIUC will be sure to experience serious problems in maintaining the quality of its faculty.

References

- "Academic Professional Salary Equity Review Process."
Campus Administrative Manual, Section IX/C-2/d. University of Illinois at Urbana-Champaign. 1980.
- "Tenure and Promotion." *Academic Staff Handbook*, 1988-89.
University of Illinois at Urbana-Champaign. 1988.

CHAPTER FOUR

Students

A. GENERAL OVERVIEW

Changes in enrollment at UIUC since 1977 are reflected in Figure 5. Enrollments in both the College of Law and the College of Veterinary Medicine have been reduced in an effort to make the workload correspond more closely to the available resources.

Enrollment pressures at the undergraduate level have remained extremely high, and the University has responded to the demand even though its goal throughout the ten-year period has been to reduce undergraduate enrollment to approximately 25,000—a level more consistent with existing resources. The institution remains under rather heavy criticism from alumni, legislators, donors, and others whose sons and daughters do not meet the competitive requirements for admission.

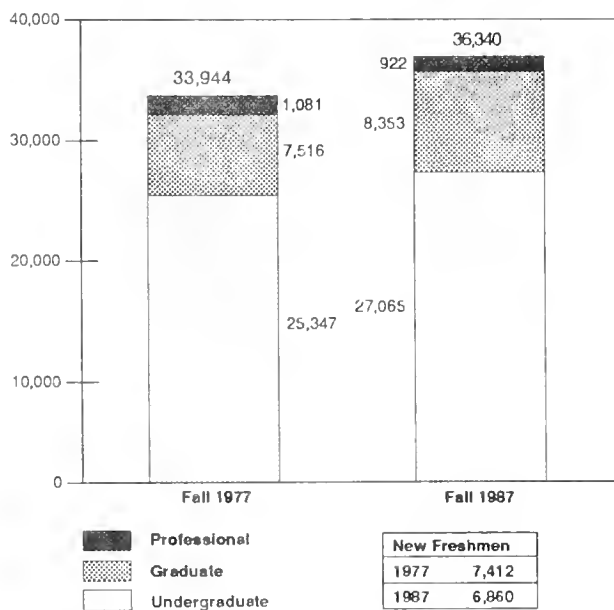


Figure 5. UIUC headcount enrollment.

There are no college quotas for the admission of graduate students. In the ten-year period from 1977 to 1987 the number of students applying to the Graduate College at UIUC increased 28 percent, from 7,782 to 9,968. While the number of applications from U.S. students decreased, the number of foreign students applying to the UIUC Graduate College more than doubled. In this same period, admissions stayed constant. A total of 3,698 were admitted to the Graduate College

in 1977; only 8 more students, or 3,706, were admitted in 1987. The rate of admission for all students, both U.S. and foreign, decreased from 47.5 percent in 1977 to 37.1 percent in 1987. At the same time, the number of graduate students admitted, and who chose to enroll, increased slightly in this period. Of those admitted, 55.3 percent were registered in 1977, while 58 percent were registered in 1987.

The shifts in UIUC applications and enrollments reflect the increasing numbers of foreign students applying to graduate schools throughout the United States. In 1977 foreign students accounted for 27.4 percent of all *applications* to the UIUC Graduate College, but by 1987 this percentage had increased to 44.7 percent. Of graduate students *actually enrolled* at the University of Illinois at Urbana-Champaign in 1977, 13.9 percent were foreign students; by the fall of 1987 this percentage had climbed to 25 percent. Among peer institutions, Illinois ranked higher than average in percentage of foreign graduate students enrolled (see Figure 6).

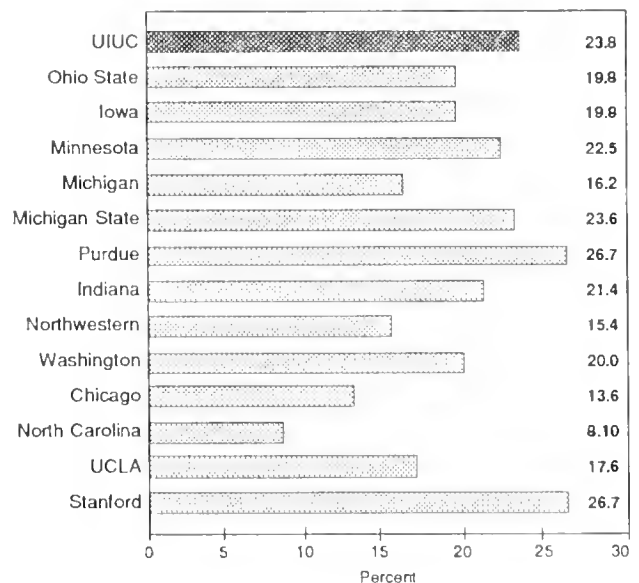


Figure 6 Foreign enrollment percentages at selected universities, spring 1987.

Minority students made up 8.1 percent of UIUC graduate enrollments in the fall of 1987. At almost 5 percent of all UIUC graduate students, Asian-Americans are not underrepresented in the Graduate College when compared with their numbers in the population as a whole. Other minorities—Black Americans

at 1.8 percent, Hispanic Americans at 1.3 percent, and Native Americans at 0.1 percent—are underrepresented and serve as the focus of vigorous efforts to attract and to retain qualified minorities in these groups in graduate programs at UIUC. Existing graduate minority recruiting programs are described in detail elsewhere in this report.

The number and percentage of women enrolled as graduate students at UIUC increased between 1977 and 1987. Out of 7,516 graduate students in 1977, 2,499 or 33 percent were women; ten years later the UIUC graduate student population was 8,353. Of that number, women graduate students accounted for 3,051 or 37 percent.

More than 100 graduate programs are offered by UIUC departments. In 1987 the ten departments with the largest graduate enrollments, accounting for 36 percent of the total enrollment in graduate programs, were the following:

Department	1987 Graduate Enrollments
Electrical and Computer Engineering	530
Business Administration	406
Computer Science	395
Physics	319
Chemistry	306
Civil Engineering	255
Music	233
Architecture	221
Psychology	191
Library Science	198
Total	3,046

Although the total number of graduate students enrolled at the UIUC has increased only slightly, some significant shifts among programs occurred between 1977 and 1987. In these ten years, almost all engineering programs experienced increases. The most dramatic occurred in electrical and computer engineering, where enrollments climbed 83 percent, from 290 to 530. Elsewhere, large increases were accounted for by the creation of new programs or departments. For example, although at the beginning of the period there had been a program of graduate work in statistics within the Department of Mathematics, the formal establishment of the Department of Statistics caused an apparent increase in the number of graduate students from 7 to 54 in the Department of Statistics. The majority of these students had previously been labeled as mathematics students. Shifts in market demand for graduates also affected other programs such as English as a second

language and speech and hearing science, where declines in enrollment were experienced. The operation of market forces could also be inferred from the increases in graduate enrollments in biochemistry (41 percent) and microbiology (36 percent) during this period.

Student Costs

During the past ten years tuition and fees for all programs have increased markedly. The current schedule of tuition, fees, and expenses is included with the supplementary materials provided with the *Self-Study Report*. The primary driving force behind these increases has been the state's inability or unwillingness to provide incremental general revenue funds to keep pace with inflation, to meet existing deficiencies, and to provide funds for operating new buildings and for expanding existing programs and initiating new ones.

Additional scholarship funds have been provided to the Illinois State Scholarship Commission to help needy students attempt to keep up with the cost increases for undergraduates. However, now that undergraduate annual tuition and fees at UIUC are among the highest in the Big Ten, students are beginning to protest the periodic increases.

The cost of graduate study at UIUC is markedly reduced for 75 percent of the students by means of fellowships, teaching assistantships, research assistantships, and tuition waivers. Stipends vary from \$1,200 to \$9,240, but all fellowships and assistantships carry tuition waivers and the waiver of some fees. Assistantship employment serves as the primary means of support for graduate students. In the fall of 1987 there were 2,408 teaching assistants on campus and 3,122 research assistants. Some students had both research assistantships and teaching assistantships. There were also 445 graduate assistants working in college and departmental offices. Many students also hold small jobs paid on an hourly basis.

A number of UIUC graduate students hold fellowships awarded in national competitions. In 1987 UIUC students earned the following fellowships:

National Science Foundation Graduate and Minority Graduate Fellowships	18
Jacob J. Javits Fellowships	3
Mellon Fellowships in the Humanities	3

UIUC takes part in various state of Illinois fellowship programs for minority students. From the UIUC campus in 1987, 6 graduate students were supported by the Illinois Minority Graduate Incentive Program, and 10 graduate students were

supported by the Illinois Consortium for Education Opportunity Program.

Graduate students usually receive fellowships through their departments, although the ultimate source of the funds may lie outside the University. Thus in 1987, 116 graduate students were supported with federal money granted to departments; 159 were supported with funds donated by industry and 11 from endowments. The Graduate College itself supports about 350 fellows. Of these, 31 are in a special program for entering minority students.

The University will continue to give a high priority to making its fellowships and assistantships competitive with those offered at peer institutions. Funding increases in both have been made periodically in the past ten years.

References

Schedule of Tuition, Fees, and Expenses (1988-89 Academic Year). University of Illinois at Urbana-Champaign. July 1988.

Freshman Class Profile, Fall 1987. University Office of College and School Relations, University of Illinois. 1988.

B. QUALITY

UIUC is extremely proud of the quality of students that it

attracts and enrolls in its programs. The preliminary beginning freshman characteristics measured by high school percentile rank (HSPR), ACT scores, and SAT scores have improved in the past ten years (Tables 2 and 3). Indeed, the undergraduate student body compares very favorably with that found at any other institution in the United States.

UIUC has never had any problems with the numbers of undergraduate students applying for admission, but various colleges—especially those in which the admissions criteria have traditionally been lower—have developed extensive recruiting programs and scholarship opportunities in recent years to increase the number of applicants as well as the quality of the entering freshman class. Those efforts have proven fruitful and undoubtedly will continue.

The quality of graduate and professional students being enrolled is also extremely high. The units in which these students do their academic work are very selective and review each applicant carefully. Although demand for admission into the graduate programs and the College of Law has remained consistently high, it has slacked off somewhat in the College of Veterinary Medicine. However, this decline has done little to affect the quality of the student body, for the college has begun to admit more out-of-state students whose academic records are comparable to those of the best Illinois enrollees.

Table 2. Freshman Characteristics, University of Illinois at Urbana-Champaign, Fall 1988

College	Head count		HSPR	Median		Admission yield	Men		Women		Nonresident	
	No.	%		ACT:C	SAT:T		No.	%	No.	%	No.	%
Agriculture	448	7.9	81	24	1,015	66.4	196	44	252	56	1	2
Applied Life Studies	154	2.7	85	25	1,020	66.1	61	40	93	60	4	3
Aviation	60	1.1	77	26	1,070	57.1	52	87	8	13	1	2
Commerce and Business Administration	643	11.4	96	28	1,180	62.5	343	53	300	47	37	6
Education	186	3.3	90	26	1,085	67.9	34	18	152	82	6	3
Engineering	1,087	19.3	96	29	1,240	57.2	919	85	168	15	104	10
Fine and Applied Arts	466	8.3	85	25	1,070	63.7	228	49	238	51	54	12
Liberal Arts and Sciences	2,597	46.0	93	27	1,140	53.8	1,225	47	1,372	53	118	5
Beginning Freshmen	5,641	100.0	93	27	1,150	57.7	3,058	54	2,583	46	339	6
Mode			99	26	1,180							

Table 3. Preliminary Beginning Freshman Profile, Historical Data, University of Illinois at Urbana-Champaign, Fall 1988

	10 yrs. ago						Change since	
	1978	1984	1985	1986	1987 ^a	1988 ^a	1987	1978
Total	5,685	5,870	6,386	6,001	5,577	5,641	+64	- 44
Agriculture	499	480	509	504	463	448	- 15	- 51
Applied Life Studies	122	174	135	150	158	154	- 4	+ 32
Aviation, Inst. of	53	31	60	70	68	60	- 8	+ 7
Commerce and Bus. Ad	552	560	637	621	580	643	+63	+ 91
Education	118	169	174	159	154	186	+32	+ 68
Engineering	1,087	987	1,242	1,193	1,061	1,087	+26	- 0
Fine & Applied Arts	391	464	498	459	461	466	+ 5	+ 75
Liberal Arts & Sci.	2,863	3,005	3,131	2,845	2,632	2,597	35	266
% Female	45	48.8	47.6	46.8	46.0	46.0	0	+ 1
% Chicago area (Cook, DuPage, Lake, Will)	61	60.1	61.3	59.6	59.1	60.0	+ 0.9	- 1
% Nonresident	3	5.2	5.0	5.1	6.9	6.0	- 0.9	+ 3
# Foreign	—	22	9	21	33	28	- 5	—
# High Schools	—	902	953	937	968	925	- 43	—
% Minority	8.6	11.8	13.8	16.6	19.9	22.7	+ 2.8	+ 14.1
# American Indian	7	13	12	8	6	7	+ 1	0
# Asian	155	321	428	412	488	537	+49	+382
# Black	276	254	302	393	402	466	+64	+190
# Hispanic	53	105	142	180	212	271	+59	+218
# President's Award	—	—	87	261	311	401	+90	—
% HSPR 99	—	13.0	12.9	13.6	13.9	14.1	+ 0.2	—
90-99	51.8	58.7	58.5	60.5	62.9	65.4	+ 2.5	+ 13.6
80-99	78.7	82.7	83.3	84.4	83.9	85.8	+ 1.9	+ 7.1
50-99	99.2	98.9	98.9	99.0	98.6	98.7	+ 0.1	0.4
Below 50	0.9	1.1	1.1	1.0	1.4	1.3	- 0.1	+ 0.4
Mean HSPR	87.0	88.2	88.3	88.8	88.1	89.3	+ 1.2	+ 2.3
Median HSPR	90	92	92	92	93	93	0	+ 3.0
ACT:C 33-36 ^b	0.7	1.5	1.4	1.2	0.9	0.9	0	+ 0.2
30-36	11.5	19.5	18.7	19.2	16.0	17.1	+ 1.1	+ 5.6
27-36	45.3	51.6	53.0	53.7	50.9	55.4	+ 4.5	+ 10.1
24-36	76.0	78.6	80.6	81.6	80.3	83.9	+ 3.6	+ 7.9
18-36	96.8	97.6	97.8	97.5	97.2	97.7	+ 0.5	+ 0.9
Below 18	3.2	2.4	2.2	2.5	2.8	2.3	- 0.5	- 0.9
Mean ACT:C	25.6	26.2	26.3	26.4	26.1	26.5	+ 0.4	+ 0.9
Median ACT:C	26	27	27	27	27	27	0	+ 1.0
Mean SAT V ^c	511.3	520.2	525.1	525.7	527.7	528.2	+ 0.5	+ 16.9
SAT M	589.2	603.1	601.4	605.9	614.6	616.6	+ 2.0	+ 27.4
SAT Total	1,100.5	1,123.3	1,126.6	1,131.6	1,142.2	1,144.8	+ 2.6	+ 41.7
N	2,292	3,022	3,300	3,173	3,185	3,342	+157	+1,050

^a Preliminary data; "official" profile prepared by the Office of School and College Relations.^b Based on all enrolled students who submitted ACT scores.^c Based on all enrolled students who submitted SAT scores.

References

Selecting a College. Office of Admissions and Records, University of Illinois at Urbana-Champaign. 1989.

Undergraduate Education, 1989. Office of Admissions and Records, University of Illinois at Urbana-Champaign. 1989.

C. ADMISSIONS POLICIES AND PROCEDURES

The University of Illinois at Urbana-Champaign seeks academically qualified students whose personal talents, ambitions, and circumstances bring diversity to the campus. Because UIUC is a public university, admission decisions are based primarily upon objective academic factors. Exceptional personal characteristics or circumstances are considered if they are presented in the background statement. Undergraduate students are admitted to one of the University's ten undergraduate divisions: the Colleges of Agriculture, Applied Life Studies, Commerce and Business Administration, Communications (juniors and seniors only), Education, Engineering, Fine and Applied Arts, and Liberal Arts and Sciences; the Institute of Aviation; and the School of Social Work (juniors and seniors only). Applicants for admission must be at least fifteen years old, have a high school diploma or GED certification, and meet requirements for competence in English.

Freshman Admissions

Applicants for admission to all curricula must present a total of at least 15 units of acceptable secondary school work. Admission to each particular college and curriculum requires that the applicant complete certain college preparatory high school subjects. The subjects required differ, depending upon the college and curriculum selected by the student. There are four different patterns or combinations of subjects. Completion of the following set of courses enables the student to meet the high school course requirements of all colleges on the campus: 6 semesters of English, 4 semesters of algebra, 2 semesters of geometry, 1 semester of trigonometry, 4 semesters of the same foreign language, 4 semesters of laboratory science, and 2 semesters of social studies.

Freshman admission decisions are based primarily upon high school course work and class rank, performance on the ACT or SAT, supplemental information provided in the background statement of the application for admission, and additional requirements such as an interview, audition, or professional interest statement as specified by some curricula. Since almost every student applying to UIUC has an academic profile that indicates the potential of earning a C average or better on the campus, admission is on a competitive basis. The degree of competition varies by choice of college and curriculum, with

the Colleges of Engineering, Commerce and Business Administration, and Liberal Arts and Sciences having the most selective admission standards.

If there are more qualified applicants than the admission target for each college, preference may be given to residents of Illinois. At the time students apply for admission, they may indicate on the application an interest in having their credentials forwarded to the University of Illinois at Chicago should space limitations prevent their admission to the Urbana-Champaign campus. This type of request has no bearing on the consideration of a student's application at the Urbana-Champaign campus.

Beginning freshman applicants apply for admission between October 1 and January 1; applications are accepted after this period if space is available. Those students with exceptional academic credentials are notified of their admission within approximately three weeks of filing their application. The next most qualified students in each college are notified of acceptance in late December. Decisions for the final group are made by the admission committees in mid-February.

To apply, freshman applicants complete the application for admission, request that an official copy of their high school transcript be included with their application, request that their official ACT or SAT scores be forwarded to the Office of Admissions and Records, provide supplemental information on the background statement of the application for admission, and submit a \$25 application fee.

An applicant who is not otherwise eligible but can provide evidence that clearly establishes qualifications to do satisfactory work and can demonstrate extenuating circumstances judged worthy of special consideration may have his or her application reviewed. Such applicants may be admitted with the approval of the director of admissions and records and the dean of the college concerned. Also, for experimental and special programs that provide academic support services, space may be reserved for applicants with different qualifications; the number is not to exceed 10 percent of the previous fall term's entering freshman class. These spaces are reserved for students admitted through the Educational Opportunities Program. The program is designed to provide opportunities for students historically excluded from postsecondary education, students admitted through the early admission program, students with a major physical handicap, and grant-in-aid student athletes.

The admissions data presented in Table 4 provide a view of what might be considered "typical."

Table 4. Admissions Statistical Summary, Fall 1987

	Applicants	Admitted	Enrolled
Undergraduate Admissions			
Freshmen	14,482	9,699	5,582
Transfers	2,455	1,461	1,162
Readmits	1,204	1,074	931
Nondegree	661	559	435
Subtotal	18,802	12,793	8,110
Graduate Admissions			
International	4,311	857	493
Domestic	5,729	3,165	1,544
Subtotal	10,040	4,022	2,037
Grand Total	28,842	16,815	10,147
Preadmission Contacts With Prospective Students			
A. Acknowledgment of ACT/SAT test scores: 17,077 students			
B. Direct-mail contact with National Merit students: 746 contacts			
C. Student Search Service contacts: 6,090 students			
Campus Visitation			
A. Illini Days visitors: 2,243 students and parents			
B. Campus Visitor's Center visitors: 10,000 annually			
C. Scholars Day participants: approximately 700 students plus their parents			

The Office of Admissions and Records seeks to communicate effectively with prospective students and their parents about the admissions process and the criteria that will be used in selection. Accompanying each application for admission is a bulletin entitled *Undergraduate Admissions Information*. This booklet describes the admissions policies and procedures, contains the application calendar, and provides application guidelines. The guidelines are designed to assist students in deciding whether they wish to apply for admission. Applicants are encouraged to apply to an academic program for which they meet or exceed the guidelines. The guidelines are based upon the admissions of the previous year and the current number of spaces available in the freshman class. Applicants are cautioned that the University cannot anticipate the academic interests and qualifications of applicants for each year. Thus the guidelines cannot be viewed as guarantees of admission.

Transfer Admissions

Most academic programs require transfer applicants to have junior standing (60 semester hours of transferable credit);

however, the College of Fine and Applied Arts and the Institute of Aviation require only 30 semester hours. Admission is based primarily on transfer grade-point average, number of transferable hours earned by the desired term of entry, the transferability status of the individual courses and, in some cases, satisfaction of prerequisite courses.

The minimum grade-point average for consideration as a transfer student is a 3.25 (A = 5.0); however, the grade-point averages required for admission generally exceed the minimum. Prospective transfer students for the spring semester request an application in early fall and submit all required credentials by November 1; admission decisions are released in early December. For the fall semester, applications are to be submitted by March 15; decision letters are sent to students in mid-April. Approximately 2,500 students apply for transfer admission each year, and about 1,500 are offered admission.

Graduate Admissions

The standards and requirements for admission to graduate study at UIUC are governed by the Graduate College and the

departments offering graduate programs. Applicants for graduate study must hold a baccalaureate degree (or its equivalent) from an accredited college or university. Admission requirements include a minimum grade-point average of 4.0 (A = 5.0). Individual departments may set a minimum grade-point average higher than that of the Graduate College and may impose other special admission requirements and conditions. Some departments require submission of scores on the Graduate Record Examination or the Graduate Management Admission Test.

Each applicant who is recommended for admission by a graduate department and who is determined eligible by the Graduate College is issued a "Notice of Admission" by the Office of Admissions and Records. Students who do not meet the standard eligibility criteria may be admitted with "limited status" upon special justification by their departments.

Admission of International Students

International applicants submit official records of all higher education, including certificates of degrees and the dates conferred. International applicants are also required to show proof of adequate finances for the entire period of planned study. Eligible applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) unless they have completed at least two academic years of full-time study (within five years of the proposed date of enrollment) at a university in a country where English is the primary language and in a school where English is the primary language of instruction. The University requires a score of at least 520 on the TOEFL examination; some departments may require higher scores.

Admission to the College of Law

Minimum admission requirements the College of Law are a bachelor's degree from an accredited four-year college or university, a minimum grade-point average of 3.5 (A = 5.0) in all course work taken, and a satisfactory score on the Law School Admission Test. Other subjective criteria may also be used in the evaluation of candidates.

Admission Requirements for the College of Veterinary Medicine

Admission is offered to 80 applicants each fall; preference is given to residents of Illinois. Applicants are ranked on the basis of a 100-point scale, with the allocation of points distributed among the following criteria:

1. Objective measures of academic performance: 70 points. The cumulative grade-point average, science grade-point average, and total number of science hours completed in

addition to the score earned on the Veterinary Achievement Test are typically used to allocate these points.

2. Subjective measures: 30 points. These points are allocated by the college admission advisory committee on the basis of information submitted with the application and letters of recommendation. This information indicates the applicant's knowledge of, motivation toward, and experience with the veterinary profession; evidence of leadership, initiative, and responsibility; animal contact and experience; and extracurricular factors influencing personal growth.
3. Bonus points. Up to 8 bonus points may be given to applicants for ancillary factors.

References

- Application Information*, 1989. Office of Admissions and Records, University of Illinois at Urbana-Champaign. 1988.
- Graduate Programs, 1988-90*. Graduate College, University of Illinois at Urbana-Champaign. 1988.
- Information for Admitted Students*. Office of Admissions and Records, University of Illinois at Urbana-Champaign. 1988.
- New Student Bulletin*. Office of Admissions and Records, University of Illinois at Urbana-Champaign. 1988.
- Undergraduate Admissions Information*, 1989. Office of Admissions and Records, University of Illinois at Urbana-Champaign. 1988.
- Undergraduate Programs, 1987-89*. University of Illinois at Urbana-Champaign. 1987.

D. CONCLUSION

Student demand for admission to UIUC and student quality have remained high during the past decade, but considerably more effort is now being spent at all levels to sell the institution to prospective students. A Visitor's Center for prospective students and parents has been opened in the Levis Faculty Center, and special programs and campus tours are available. More recruiting is being done off campus, and videotapes have been made to depict campus life. A Campus Honors Program has been reestablished. Colleges are developing scholarship programs, undergraduate research internships, and other incentives to attract students. Colleges, the Housing Division, the Office of Student Financial Aid, and the Office of Admis-

sions and Records have improved and coordinated their mailing pieces to prospective students. The registration process has been streamlined. Additional student recreational facilities and activities have been added.

UIUC is aware that, as the number of high school graduates is projected to decline (approximately 18 percent) in Illinois from the present to the year 2004, the percentage of minority students within that group will increase from about 13 percent to 21 percent. As the institution looks to the future, it will have to redouble its recruiting efforts and its efforts to attract, retain, and graduate minority students. As will be explained later, UIUC is already experiencing some success in recruiting a larger number of underrepresented minority students.

Larger numbers of Black, Hispanic, and Native Americans need to be provided with graduate training so that they can serve as guides and models for an increasingly diverse student body in the 1990s and early twenty-first century. The Graduate College has already initiated a program to recruit graduate students from among principal four-year colleges in the United States to attract students from within this country. Talented students need to be encouraged to participate in graduate education to ensure this country's leadership in science and the professions. Although 37 percent of the foreign graduate students receiving Ph.D.'s at UIUC plan to stay in the United States, many will return home to provide scientific expertise in their own countries. This same pattern is followed by foreign graduate students at other U.S. institutions.

With its expanded recruiting program, outstanding faculty, fine scientific and library resources, and excellent student services, UIUC should be able to maintain the quality of its student body in the next decade. No attempt will be made to increase enrollment unless current funding deficiencies are resolved and new state resources are provided to meet the costs associated with enrollment increases. Undoubtedly for the short run there will be some downsizing of programs and enrollments in an attempt to achieve a better fit between existing resources and workload.

CHAPTER FIVE

Financial Resources

A. OPERATING BUDGET

UIUC expenditures and transfers of operating funds by source for FY 1979 through FY 1988 are presented in Table 5. The table also indicates the percentage increases from year to year, the ten-year increase by source, and the percentage of annual expenditures by source of funds. During the ten-year period, UIUC has clearly done very well in terms of increasing its income from grants and contracts and from indirect cost recoveries related to those grants and contracts. The largest percentage of increase appeared in the form of gifts, endowments, and the like. Although UIUC had four or five good years out of ten in terms of attracting new state funds, the trend data indicate that a smaller and smaller percentage of its expenditures involve state appropriations. Also, as shown in Figure 7, fewer of the state dollars being provided come from general revenue funds. The University now generates a larger percentage of its state appropriation from student tuition.

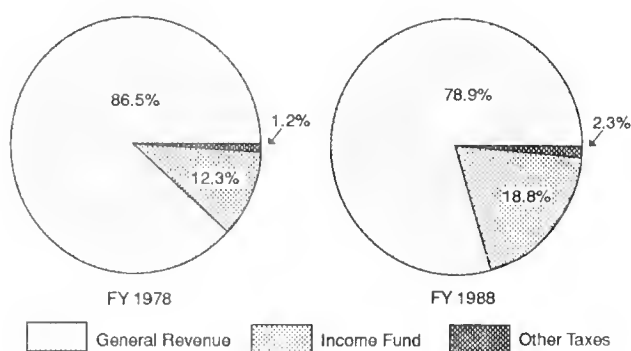


Figure 7. Sources of appropriated funds, University of Illinois.

When one considers the University's FY 1988 budget by function and source, it is apparent that state-appropriated funds are concentrated in the instructional function (Figure 8). Both research and public service rely largely on other sources of funds. The information in Figure 9 shows what one would expect over the period FY 1976 through FY 1988 for UIUC. Those functions relying heavily on nonstate funds have all increased in constant 1988 dollars, while the total for instruction and academic services has decreased. This decline reflects

the state's inability to keep pace with rising costs over the ten-year period.

For fall of 1988, students who had difficulty enrolling in the courses they wanted were given a letter from the vice chancellor for academic affairs explaining that the severe financial difficulties of the past ten years have resulted in fewer sections of courses being offered. Priorities were established for enrolling in many courses to ensure that those who needed them for graduation or as prerequisites had an opportunity to enroll first.

As mentioned earlier, a Priorities Task Force of faculty members, selected jointly by the vice chancellor for academic affairs and the senate, was appointed in the fall of 1988. The task force has been studying the problem of "downsizing" various campus programs over the next five years. The plans call for major budget reallocations that will help improve and strengthen designated programs and will restore a more reasonable relationship among the personnel, expense, and equipment categories of the budget. Naturally, enrollment levels and the level of support services provided will also be considered.

In 1987-1988, the University was very successful in making its financial problems known throughout the state and in Springfield. However, it was not successful in getting the General Assembly to approve a tax increase that would have provided the funds required to meet the needs included in its FY 1989 annual budget request. The struggle will continue in 1988-1989, but if state income does not increase significantly, the University will not experience a significant increase in its operating budget.

References

Budget Summary for Operations, FY 88-89. University of Illinois. 6 October 1988.

Report of the Comptroller, Year Ended June 30, 1987. University of Illinois. 1987.

Table 5. Current Fund Expenditures and Transfers, University of Illinois at Urbana-Champaign

	FY79	FY80	FY81	FY82	FY83	FY84	FY85	FY86	FY87	FY88 ^a	10 yr. incr., %
<i>(in million \$)</i>											
State appropriations	168.7	190.5	206.6	207.5	213.4	247.3	270.5	295.5	310.3	306.5	81.7
Institutional funds	13.3	11.6	13.7	14.6	19.2	20.7	23.5	26.5	27.4	33.8	154.1
Auxiliary and departmental activities	53.0	59.7	67.9	72.0	75.3	83.1	87.4	93.5	92.9	100.0	88.7
Sponsored programs	54.2	60.4	68.4	66.8	76.3	86.0	95.2	121.3	128.4	134.8	148.7
Federal appropriations	12.0	13.4	14.0	14.1	15.2	16.5	17.4	16.2	15.8	15.1	25.8
Gifts, endowment, other	6.9	7.5	8.9	12.3	13.8	18.3	22.0	22.3	26.6	26.6	285.5
Total	308.1	343.1	379.5	387.3	413.2	471.9	516.0	575.3	601.4	616.8	100.2
Year to year % increase	—	11.4	10.6	2.1	6.7	14.2	9.3	11.5	4.5	2.6	—
<i>(in percent)</i>											
State appropriations	54.8	55.5	54.4	53.6	51.6	52.4	52.4	51.4	51.6	49.7	—
Institutional funds	4.3	3.4	3.6	3.8	4.6	4.4	4.6	4.6	4.6	5.5	—
Auxiliary and departmental activities	17.2	17.4	17.9	18.6	18.2	17.6	16.9	16.3	15.4	16.2	—
Sponsored programs	17.6	17.6	18.0	17.2	18.5	18.2	18.4	21.1	21.4	21.9	—
Federal appropriations	3.9	3.9	3.7	3.6	3.7	3.5	3.4	2.8	2.6	2.4	—
Gifts, endowment, other	2.2	2.2	2.3	3.2	3.3	3.9	4.3	3.9	4.4	4.3	—
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	—

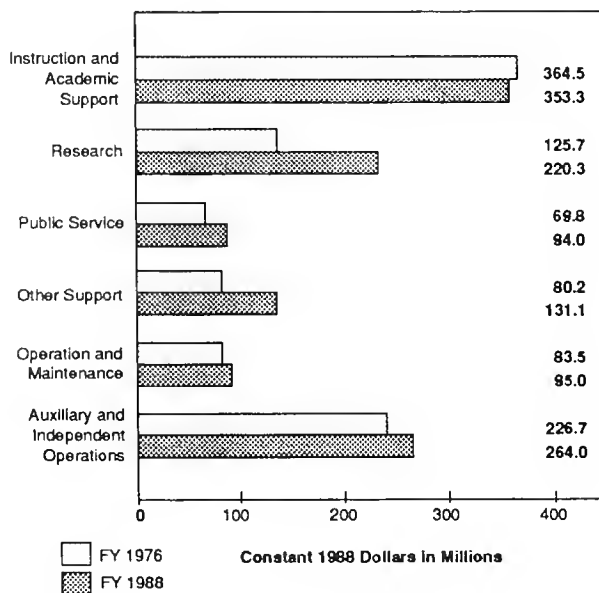
^a Preliminary.

Figure 8. Budget by function, 1976 versus 1988.

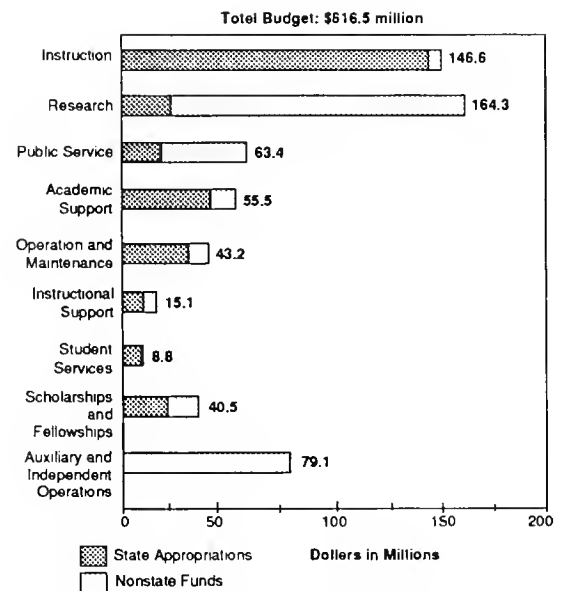


Figure 9. FY88 UIUC budget by function and source.

B. CAPITAL FUNDS

The capital expenditures that have occurred for the period FY 1978 through FY 1987 are summarized below (note that a significant portion of the funds expended came from nonstate sources):

	(millions)
FY 1987	\$121.4
FY 1986	84.8
FY 1985	55.0
FY 1984	46.5
FY 1983	47.4
FY 1982	21.4
FY 1981	34.0
FY 1980	22.7
FY 1979	16.9
FY 1978	18.8

As one observes the campus, it is clear that a great deal of construction has taken place during the past ten years and that much is still in progress. Although this is true, a study done in 1986 identified \$737 million in unmet needs (Figure 10).

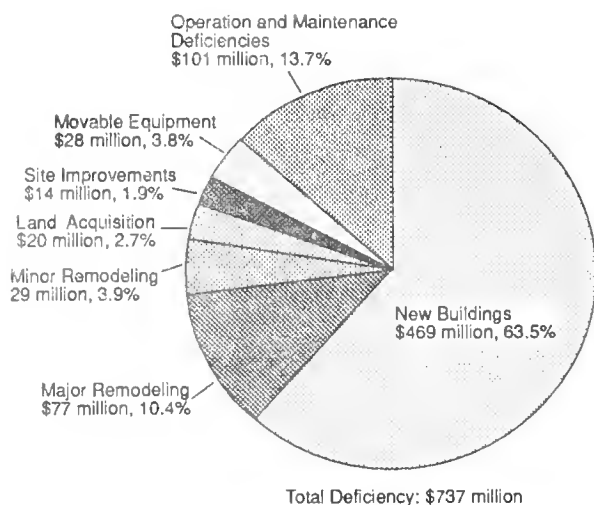


Figure 10. Funds required to alleviate space and facilities problems at UIUC, and percentages of total deficiency.

At the time the study was done, it was noted that UIUC should be spending about \$92 million per year and should be constructing at least two major buildings per year to eliminate the existing deficiency by 1995. As noted in Figure 11, the average annual rate of expenditures for 1980-1987 was \$32 million, but

if one were to add FY 1988 and FY 1989 to the picture, the average would drop significantly.

Problems relating to the capital budget are beginning to rival those on the operating side. In the next decade, the University will face a difficult task in setting priorities between operating and capital concerns.

In FY 1986, the state established a program called Build Illinois. As part of that program, UIUC received approximately \$4.5 million for remodeling per year. This program was announced as a five-year program, but because the University had such a great need for remodeling funds, it planned to try to convince the state to continue the program well beyond the five-year termination date.

At the same time, the central administration established a Renovation for Excellence Program that provided the campus with about \$1.5 million per year for remodeling. Thus the campus had a total of \$6 million per year to apply to remodeling problems. Unfortunately, the state cancelled Build Illinois after its third year, and the central administration was forced to cancel the Renovation for Excellence Program in order to use those funds to meet pressing operating requirements. These actions dealt a crippling blow to the campus, which has about 30 percent of its existing space in major academic buildings built before 1930.

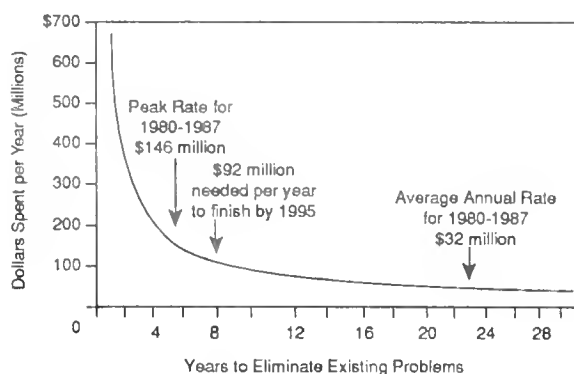


Figure 11. Relationship of dollars spent per year to years required to alleviate problems.

References

A Review of Facilities Problems on the Campus. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 12 December 1986.

CHAPTER SIX

Physical Facilities

Since 1979 the campus has seen a tremendous amount of activity involving capital planning, the evaluation of existing facilities, the construction of new facilities, remodeling and renovation, and maintenance work on existing buildings. A major portion of that activity is represented by the figures provided in Table 6. The Office of Facility Planning and Management has developed a book for the NCA review team, documenting the activity of the past ten years in detail; only the highlights will be provided in this chapter.

Since 1979 several new minitrends and special studies have emerged that deserve mention:

1. The campus leases more space than it did in the past. In 1979 it leased 102,706 net assignable square feet (NASF) at a cost of \$457,079. Now it leases 153,899 NASF at an annual cost of \$1.2 million.
2. The campus has developed a great deal of temporary space by purchasing, moving, and remodeling apartment buildings and other structures (22,023 NASF) and by constructing a number of small buildings with operating funds (68,843 NASF) to meet critical problems that could not wait for permanent solutions. Units to benefit from such actions have included the Colleges of Engineering, Agriculture, Liberal Arts and Sciences, and Fine and Applied Arts.
3. Constructing buildings with shorter projected lives than institutional-type buildings that last more than fifty years is a practice that is still being debated on the campus. Meanwhile, fourteen low-cost, largely wood-frame structures have been built within the past ten years, and three more have been approved for construction.
4. Outside consultants have been hired to help with the planning process. Both a North Campus Master Plan and a South Campus Master Plan have been developed with the help of professional planning firms. A campus parking plan has been developed in the same manner. Various architectural firms have also been hired to develop feasibility studies, preliminary plans, and cost estimates for new facilities being considered.
5. The Facilities Planning Committee met with the deans and directors of all major campus units in 1984-1985 to compile a complete list of their remodeling needs and their requirements for new buildings.
6. In 1986 the campus administration did a study to identify the magnitude of the existing facilities problems. This report, *A Review of Facilities Problems on the Campus*, was reviewed with the central administration to indicate the total picture of campus space needs.
7. In 1984-1985 members of the Office of Facility Planning and Management, the O & M Division, and the Division of Environmental Health and Safety joined a number of faculty members and administrators from the campus and central administration to do a building condition audit. The audit evaluated the condition of the facilities and facility systems for each building on the campus. Some buildings scored so poorly on the audit that it was determined they should be razed. The information gathered has been very helpful in developing plans for future use of the existing buildings and in determining what new facilities are required. The audit will be revised on a periodic basis to record changes resulting from capital improvements.
8. The Office of Facility Planning and Management is now conducting a study of the agricultural research use and future needs of the lands located on the South Farms. This will leave the central campus as the only area without either a requirements analysis or a master plan. That work will be done as soon as resources become available.

All of the above activities have helped UIUC cope with a number of the space problems it has faced in recent years and have put the institution in a good position as it looks to the future. UIUC now has a good view of its space requirements.

In 1976 UIUC launched the Food for Century III program—a program for modernizing food production research facilities. Food for Century III is aimed at strengthening the overall research and educational capabilities of the Colleges of Agriculture and Veterinary Medicine and several science departments in the College of Liberal Arts and Sciences. This proposal received strong backing from numerous agricultural groups in the state and captured the support of the Illinois Board of Higher Education, the Bureau of the Budget, the Capital Development Board, the General Assembly, and the

Table 6. Summary of Capital Improvements by Budget Category Completed on the Urbana-Champaign Campus, 1979 to 1990

Budget category	1979	1980	1981	1982	1983	1984	1985
Buildings	1,007,000	452,929	1,612,000	22,760,200	12,956,800	10,481,000	929,450
Land acquisition	751,925	0	360,000	0	0	0	0
Equipment	1,046,000	273,200	272,500	824,000	1,000,000	750,000	10,000
Utilities	0	776,100	0	0	141,500	0	0
Major remodeling	0	2,020,000	1,026,000	0	0	0	5,145,500
Minor remodeling	387,755	1,859,181	2,542,448	1,786,822	1,306,198	1,988,852	2,791,422
Site improvements	0	0	0	0	0	0	2,667,000
Planning	1,240,000	0	0	0	0	0	1,000,000
Cooperative improvements	64,000	110,000	0	0	0	0	0
Totals	4,496,680	5,491,410	5,812,948	25,371,022	15,404,498	13,219,852	12,543,372
Cumulative totals	4,496,680	9,988,090	15,801,038	41,172,060	56,576,558	69,796,410	82,339,782

Budget category	1986	1987	1988	1989	1990	Totals
Buildings	7,469,884	6,111,000	16,829,163	85,187,921	57,457,300	223,254,647
Land acquisition	0	775,000	0	0	0	1,886,925
Equipment	150,000	600,000	900,000	3,000,000	0	8,825,700
Utilities	875,000	0	11,073,000	3,689,000	0	16,554,600
Major remodeling	2,633,600	28,100,000	7,124,426	2,000,000	5,000,000	53,049,526
Minor remodeling	3,830,924	7,038,202	5,973,870	5,507,568	1,740,468	36,753,710
Site improvements	1,639,370	0	1,368,900	6,924,700	0	12,599,970
Planning	0	2,100,000	0	90,000	0	4,430,000
Cooperative improvements	0	0	0	0	0	174,000
Totals	16,598,778	44,724,202	43,269,359	106,399,189	64,197,768	357,529,078
Cumulative totals	98,938,560	143,662,762	186,932,121	293,331,310	357,529,078	

governor. As a result, the facilities listed in Table 7 have been funded and constructed or are now under construction.

Food for Century III drew national attention and was emulated in other states. Certainly it was a major factor in convincing the federal government to provide \$29 million for the construction of a Plant and Animal Biotechnology Laboratory on the campus of the College of Agriculture. The building will be going up at the same time as the \$10.6 million addition to the Animal Sciences Laboratory.

UIUC has also been successful in attracting major gifts for new construction and remodeling (Table 8).

Table 7. Food for Century III Buildings Constructed or Under Construction

Building	NASF	Cost
Veterinary medicine research buildings	14,468	\$ 1,269,000
Swine research center buildings (7)	28,179	1,742,400
Veterinary medicine basic sciences building	160,410	22,217,800
Agricultural engineering sciences building	58,354	10,856,800
Plant sciences laboratory	66,805	8,866,100
Chinese swine production and research facility	19,764	1,745,300
Animal science laboratory addition	31,000	10,600,000
Total	378,980	\$57,297,400

Table 8. New Construction and Remodeling Funded by Major Gifts

Project	NASF	Gift	State contribution
Addition to Krannert Art Museum	11,839	\$ 3,600,000	—
Foellinger Auditorium	20,385	4,751,000	—
Swanlund Administration Building (phases I & II)	19,384	4,000,000	—
Beckman Institute	180,000	40,000,000	\$ 12,000,000
Proano Baseball Stadium	3,001	1,900,000	—
Athletic Association tennis facility	45,480	2,800,000	—
Total	280,089	\$ 57,051,000	\$ 12,000,000

In the past ten years, a number of the major colleges have hired personnel to raise funds in conjunction with the U of I Foundation. Many of these units have major capital projects on their lists. Certainly the state considers requests for capital funds more carefully when a donor is offering to fund a major portion of a facility.

The Beckman Institute deserves some special mention. The building was funded by a gift of \$40 million from Arnold and Mabel Beckman, plus \$12 million from the state. This magnificent facility—the most sophisticated scientific building ever erected at UIUC—began operating fully in January of 1989. The main objective of the Institute is to bring together scholars from the physical sciences and biological sciences in a congenial environment and on a scale never attempted before at UIUC or any other university. It will attract scholars from around the world.

The tremendous growth in the research of the College of Engineering has spurred the state into funding two additional buildings in the same general area as the Beckman Institute:

1. Microelectronics Center
26,813 square feet
\$13.7 million
July 1989 completion date
2. Addition to the Digital Computer Laboratory
66,621 square feet
\$16.1 million
May 1990 completion date

Plans are already under way for the two major structures that are yet required to complete the Beckman Quad and to

eliminate a major portion of the existing space deficiency of the College of Engineering. These structure will bring faculty members from the Department of Electrical and Computer Engineering, the Center for Complex Systems, and the Center for Supercomputing Research and Development closer to their colleagues in the Beckman Institute, the Microelectronics Center, and the Digital Computer Laboratory.

As mentioned earlier, the Office of Facility Planning and Management has compiled a book that will provide the review team with detailed background on each of the topics briefly discussed here. Also included in that book is a copy of the UIUC campus budget request for FY 1990. This request provides the reader with a five-year projection of the facilities needs of the campus and indicates campus priorities.

A number of administrative units have a direct impact on the physical facilities of the campus. These will be discussed briefly in the following sections.

A. OPERATION AND MAINTENANCE DIVISION (O & M)

The Operation and Maintenance Division maintains and operates all of the physical facilities on the campus. The director of the division reports directly to the vice chancellor for administrative affairs. The unit is responsible for the following specific functions:

1. building maintenance
2. grounds maintenance
3. operation and maintenance of general University trucks and cars
4. operation and maintenance of power plant and distribution systems

5. operation and maintenance of water station and distribution systems
6. coordination of gas and electric services with Illinois Power Company
7. energy management
8. custodial service
9. sanitary waste and trash disposal
10. general superintendence of public functions
11. operation and maintenance storeroom
12. operation and maintenance cost accounting
13. distribution and inventory of building and room keys
14. traffic engineering service
15. remodeling and minor improvements
16. capital improvement projects, as assigned

The division also provides a job order service for doing special work required by other departments and divisions. This service provides professional engineers, skilled craftsmen, and special machinery and facilities to the units requesting help. The units are charged for such work.

UIUC consists of approximately 171 major buildings totaling more than 9,686,000 square feet of space, with 915 acres of land. About 35 percent of the major buildings are more than fifty years old; 13 percent are more than 75 years old.

The age of the facilities creates major problems relating to maintenance. These problems are exacerbated by the fact that many academic units are trying to do work in space that was not designed to meet the demands of modern technology. Old buildings such as Noyes Laboratory, the Chemistry Annex, the Natural History Building, Harker Hall, Davenport Hall, the Ceramics Building, the Engineering Research Laboratory, the Metallurgy and Mining Building, and the Mechanical Engineering Building abound in recurring maintenance problems that plague the O & M Division.

Recent studies indicate that O & M's deferred maintenance backlog has now exceeded \$100 million. This deficiency has accumulated over many years and is the result of budget reductions, insufficient incremental funds to meet increased costs, and the addition of new facilities without adequate levels of accompanying new operation and maintenance funds from the state. Custodial services and building and grounds maintenance have all been reduced. Although the campus grounds and facilities on the whole look quite good on the surface, close inspection indicates many problems related to forced neglect.

The conversion of three of the six boilers at Abbott Power Plant to burn coal has been a long process that is nearing fruition. The object of this conversion was twofold: first, to demonstrate that Illinois coal could be burned economically using new technology and, second, to offset the cost of natural gas or oil, which at the time of development of the project was quite high and rising. Subsequently, the cost of gas has come down to a point where it is currently about one-half what it was during the early stages of the conversion project. Therefore, while the use of coal will still result in some savings, they will be less than anticipated.

The new garage and car pool facility, completed in July of 1988, accommodates the largest campus vehicles with ease and includes modern service equipment. Large work bays with heavy-duty hoists provide a capability that did not exist before. In addition, the 21,000 square-foot facility is roughly double the area of the previous garage.

One of the goals in planning the new facility was to incorporate the very latest equipment, to improve service, and to meet all current safety standards. Consequently, many innovative equipment features were designed into the building. Examples include the overhead fluid-dispensing system, the large downdraft spray booth, and the fuel-tank computer monitor. A modern training room will be used for in-house programs to update the staff on industry changes. The new garage and car pool will serve UIUC well for years to come.

The O & M Division initiated an energy conservation program in 1970. Since that time the campus has realized approximately \$30 million in energy cost avoidance. A recent report indicated that, although the program is still in existence, it becomes increasingly difficult to realize savings. There are several reasons for this: (1) natural gas prices have dropped in the last two to three years; (2) electricity costs have risen, but until recently not as dramatically; (3) concern about energy conservation on campus has declined since the period when oil and gas prices were increasing rapidly; (4) most importantly, during the past few years there has been a dramatic increase in the use of computers and other energy intensive research equipment, usually requiring a controlled environment and continuous operation. The combined effect of these factors is increased energy consumption at moderate costs, effectively negating a large portion of the conservation measures introduced in the late 1970s and early 1980s.

Asbestos removal has become an ever-increasing drain on resources. One engineer now devotes all of his time to the follow-up on asbestos projects handled by Operation and Maintenance forces, as well as those contracted out. At the O & M Division, records are maintained on the recommendations for asbestos removal made by the Division of Environmental Health and Safety. The regulations regarding asbestos are such that O & M personnel, as well as those from Environmental Health and Safety, are needed to determine what is required for compliance. Several staff members have been involved in gathering data for the Illinois Attorney General's Office for a lawsuit concerning asbestos. The time required for asbestos problems is likely to be ever-increasing for the next few years. Costs for remodeling, maintenance, and demolition increase substantially when asbestos is present. It is expected that millions of dollars will have to be expended on this problem.

Many state and federal regulations ultimately affect the cost of remodeling and maintenance. Regulation of such items as elevators, fire protection, handicapped access, ventilation, PCB handling, hazardous waste handling and disposal, ladders, underground fuel storage tanks, and equipment and material handling is becoming more restrictive and is resulting in increased costs. These are all additional factors that affect the level of maintenance on the campus. The O & M Division will have a difficult time in the next ten years trying to keep up with the current level of maintenance, which is already substandard compared with ten years earlier.

B. ENVIRONMENTAL HEALTH AND SAFETY (DEH&S)

Another unit that has a direct effect on campus facilities is the Division of Environmental Health and Safety. This unit was established as recently as 1973 in response to the increasing risks related to various types of research and to increasing federal and state safety and related regulations. The structure of the unit is indicated in the organizational chart in Figure 12. The director reports to the associate vice chancellor for administrative affairs.

DEH&S consists of four major sections: environmental health and safety, hazardous waste management, health physics, and administrative service. In addition to ensuring compliance with state and federal regulations, the personnel in these sections provide technical assistance upon request to all members of the campus community in chemistry, engineering, food sanitation, health physics, industrial hygiene, microbiology, and safety. They are also called upon to address problems identified by individual faculty and staff members and by

the Environmental Health and Safety Committee, the Committee on Biological and Carcinogen Safety, the Recombinant DNA Committee, and the Radiation Hazards Committee—all long-standing committees composed of faculty members, administrators, and students. These committees meet regularly to review problems and issues in their particular areas of concern and then advise the director of DEH&S of their findings so that necessary action can be taken.

In the last ten years the staff has increased by a total of 9.50 FTE staff members. Six of these people were hired in direct response to mandated federal regulatory programs affecting the hazardous waste management and health physics section. The remainder of the increase in technical-professional personnel helped to increase the unit's capabilities in the more conventional environmental health and safety areas of responsibility, but much of their time had to be devoted to asbestos programs and to other activities of immediate concern.

Staff members are called upon to review plans and specifications of new building and major remodeling projects. They also identify various remodeling projects that relate to improving the safety of University facilities. These projects are then fed into the usual capital budget review process, along with those coming from all the other units on campus.

The director of DEH&S serves as a consultant to the Facilities Planning Committee. He thus has an opportunity to keep abreast of all capital projects as they develop and to be involved in their planning.

At the present time, the unit lacks enough personnel to provide the type of routine building and operational inspections that the director believes should be made. The unit finds itself reacting to problems on a crisis basis. It does not have enough personnel to improve preventive activities through training and educating many campus groups about asbestos, chemical safety, industrial hygiene, pesticides, noise, ventilation, video display terminals, fire safety, and industrial safety. The unit is doing an excellent job and provides a valuable service, but it could do an even better job if more resources were available.

C. LABORATORY ANIMAL RESOURCES

To implement policy and to provide professional skills and services to supplement those provided by individual investigators, the Office of Laboratory Animal Resources (OLAR) was established as an administrative unit in the Graduate College. OLAR assures compliance with the applicable standards, laws, and regulations by expediting programs of laboratory animal care through campus animal care units. This office and the

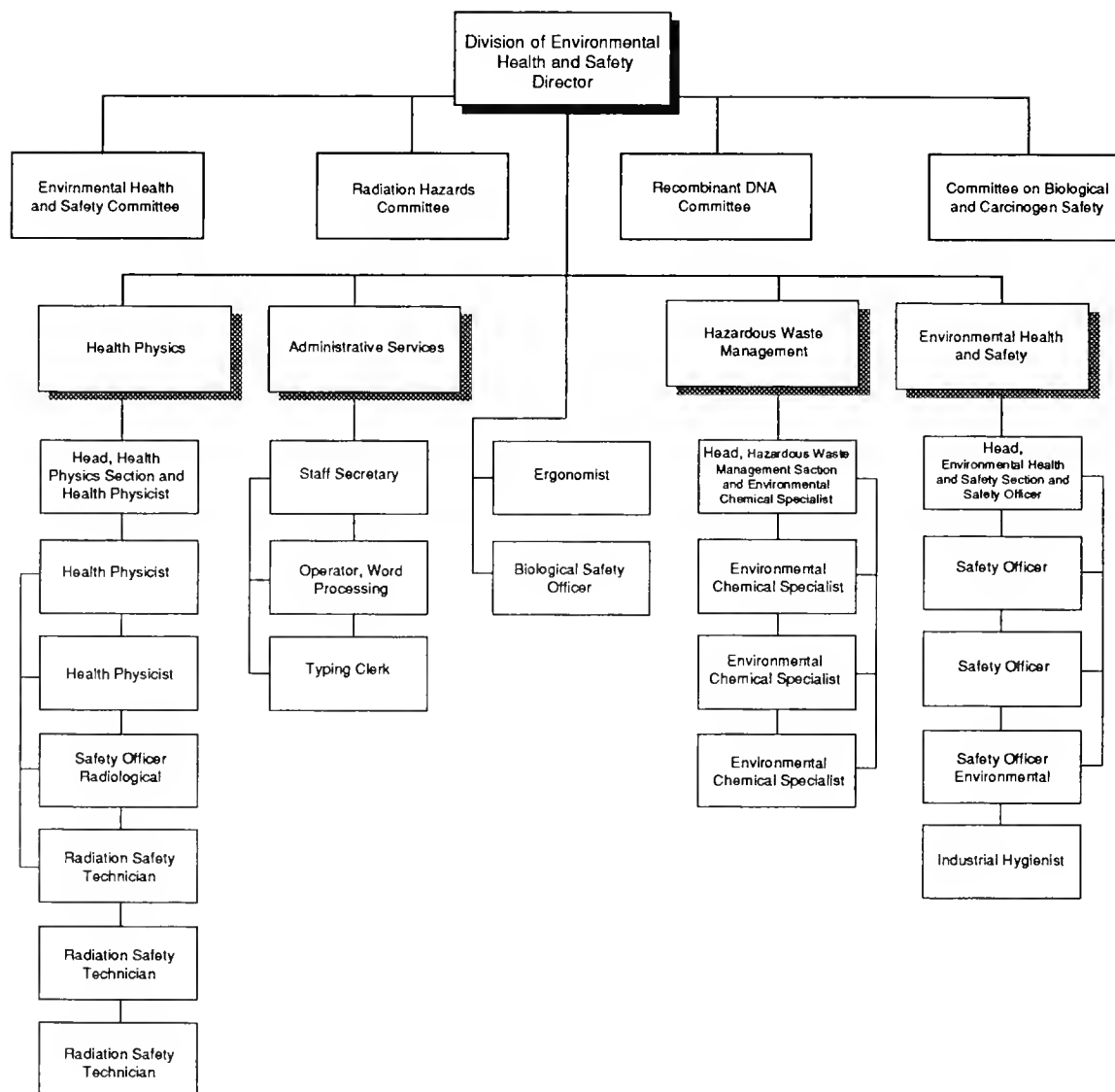


Figure 12. Division of Environmental Health and Safety, technical-professional staff.

campus Laboratory Animal Care Advisory Committee are responsible for assuring that care of laboratory animals is professionally sound and that high standards of humane treatment are observed. The head of the Program of Laboratory Animal Medicine for OLAR and the OLAR clinical veterinarian provide clinical veterinary services to laboratory animal care units and consultant services as requested.

OLAR stays informed of current legislation regarding research animal issues and disseminates this information. OLAR is responsible for the USDA registration of the campus as a research facility and for the required USDA annual reports on

the numbers and species of animals used here. The office also serves as a resource center for consultation on animal use in research and teaching and on the development of new and remodeled animal facilities. It helps foster good research by assuring good animal care and facilities. OLAR veterinarians have expertise in laboratory animal medicine and anesthesiology and in the laws and regulations governing the use of laboratory animals. The veterinarians are available to discuss any and all laboratory animal needs, including surgery, husbandry, handling, diseases, equipment, and housing. As a service organization, OLAR provides veterinary care, diagnostic and laboratory services, technical assistance, and training.

The UIUC unit management system of animal facilities, with strong administrative support from the chancellor, the vice chancellor for research and dean of the Graduate College through the director of OLAR, provides the means to maintain a high level of quality laboratory animal care that meets or exceeds the USDA regulations, Public Health Service (PHS) regulations, and American Association for the Accreditation of Laboratory Animal Care standards.

Laboratory animals are housed in twenty-six buildings on the UIUC campus. Five laboratory animal care units, consisting of twenty departments in four colleges, have the responsibility for the housing and maintenance of animals used to support their teaching and research programs. The facilities have generally met the needs of investigators who use animals in research. Although programmatic requirements were met, many facilities did not provide the physical features and controlled environment necessary for certain types of fundable research and full compliance with PHS and USDA regulations.

During the past ten years, the campus has made a commitment to the upgrading of laboratory animal facilities. Substandard facilities located in buildings constructed before passage of the Animal Welfare Act (1966) were a principal concern of administrators during this decade. The campus has expended or has committed to spend more than \$8 million to renovate and construct animal facilities, including more than \$800,000 for caging and equipment.

In recent years many remodeling projects have been completed, including remodeling of animal rooms and support space in Burrill Hall, Morrill Hall, the Animal Sciences Laboratory, the Bioacoustics Research Laboratory, and several kennel and farm buildings. New surgery suites have been completed in the Psychology Department and in the School of Life Sciences.

New facilities completed in recent years include the central animal facilities in the College of Veterinary Medicine Basic Sciences Building, in the Beckman Institute, and in several farm facilities. The central animal facility in the Plant and Animal Biotechnology Laboratory (to be completed in 1991) will not only provide new animal care space and services, but will allow the College of Agriculture to move out of some substandard facilities. A new wing of the Vivarium, completed in 1988, provides a bird research facility and aviary for the School of Life Sciences and replaces a substandard facility in the Natural History Building.

Several of the new facilities offer state-of-the-art features such as isolation cubicles, ventilated racks, electronic security, and monitored environmental control systems. Future plans include the renovation of dog-handling rooms in the College of Veterinary Medicine and the construction of new farm buildings.

OLAR is a service organization and must meet the changing needs of the institution and changes in regulations and standards. One area that must be emphasized in the near future is training. Federal regulations now require institutions to train all personnel conducting procedures on live animals. OLAR currently provides training for animal care staff, but this must be expanded to include "training or continuing education seminars" for faculty who use animals in research.

OLAR provides administrative and clerical support to the campus Laboratory Animal Care Advisory Committee, which reviews all animal use protocols. OLAR would like to have these records and the laboratory animal inventory records computerized within the next few years.

Continuing support for campus laboratory animal facilities and OLAR services will assure that the UIUC will be able to provide humane animal care and use to meet both the needs of the faculty and the requirements of federal law in the era of advanced science and biotechnology.

D. FACILITY PLANNING AND MANAGEMENT

Units with space problems usually turn first to the Office of Facility Planning and Management (OFFPM), which at the time of the last review was called the Office of Space Utilization. Its organization is outlined briefly in Figure 13.

All space on campus is assigned by the vice chancellor for academic affairs on a temporary basis upon the recommendation of the Office of Facility Planning and Management. This means that campus units do not "own" the space in which they reside and can be moved from one location to another if the move would benefit the campus as a whole. Such moves are of course not made arbitrarily and do involve a great deal of study and consultation by all parties concerned. The vast majority of the classrooms and lecture halls are assigned on a semester-by-semester basis.

The office has developed a rather elaborate set of departmental standards and every other year publishes a document (*Estimate of Physical Facilities Required at the University of Illinois-Urbana*

Champaign) that indicates the space generated, on the basis of these standards, for each department as compared with the space assigned to the department. Of course, these standards are not fixed and are adjusted periodically on the basis of changes in research and teaching methods, changes in equipment and animal needs, and so forth. All units are encouraged to be familiar with the standards and to discuss them with OFPM personnel if they believe changes are needed.

Although some units go directly to the O & M Division for minor remodeling and renovation, all work is coordinated in OFPM. Units can work with OFPM for technical assistance in planning their projects, designing them, obtaining estimates, acquiring funding, and identifying how to get the actual work done. In the past year the unit has been reorganized under a

new director, and several architects have been added to the staff. Using a versatile computer-aided design system, these people are capable of developing alternative design options for minor remodeling and renovation problems. This change in staffing has made the OFPM much more responsive to the units it serves and has helped to eliminate a large backlog that had accumulated in the planning and design of projects.

OFPM has a budget of \$250,000 each year to apply to minor repairs and remodeling projects across the campus. These funds are often matched by resources from the units requesting service, and sometimes by the O & M Division, if the project involves work that might be considered maintenance.

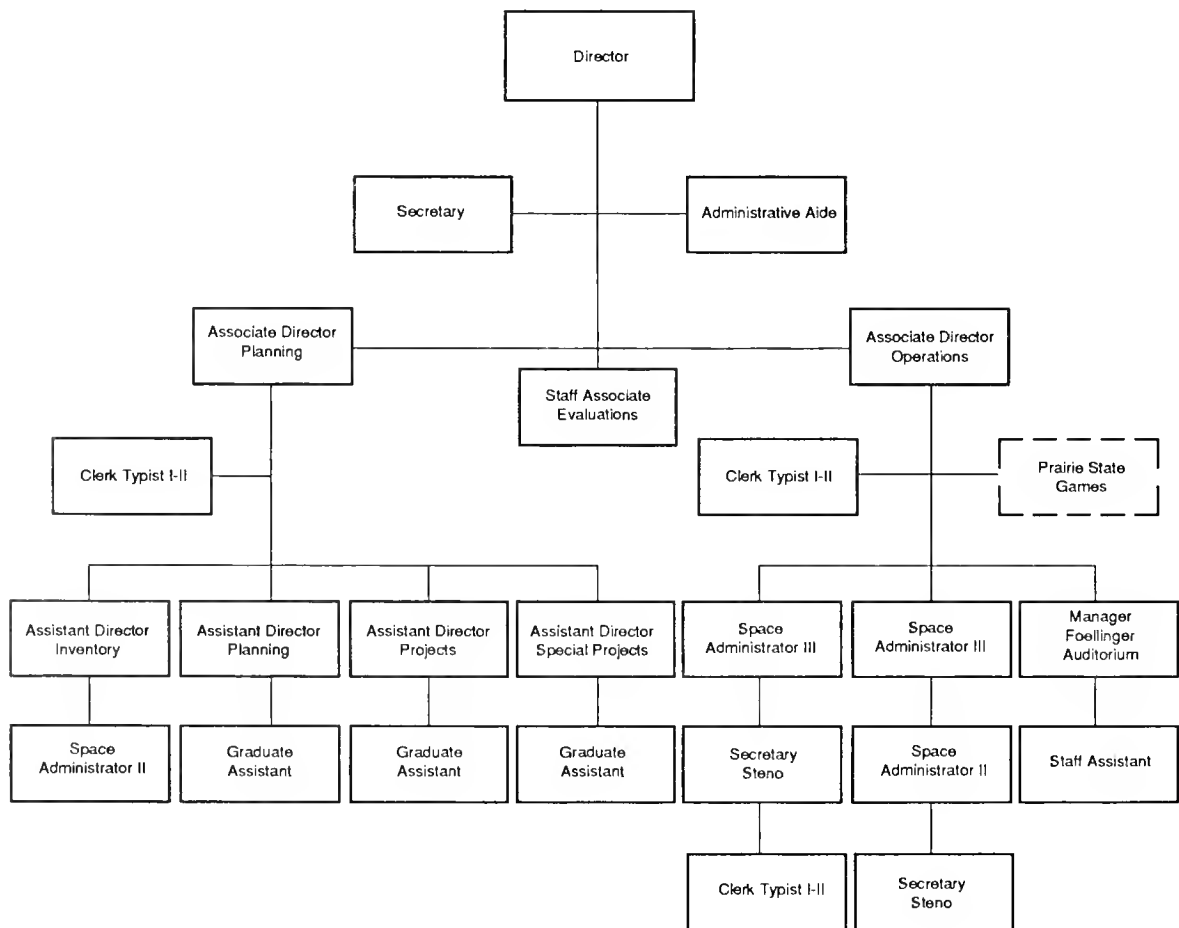


Figure 13. Office of Facility Planning and Management.

In addition, the office manages a \$300,000 matching fund for the vice chancellor for academic affairs. Once a year colleges are invited to submit projects that have total budgets of \$50,000 or less to OFPM for possible funding from this source. All projects are submitted in priority order by the colleges and major administrative units on campus. OFPM reviews the projects and recommends to the vice chancellor those projects it believes should be funded.

When the Build Illinois Program (\$4.5 million) and the Renovation for Excellence Program (\$1.5 million) were still being funded, the OFPM, with the help of the Facilities Planning Committee, served a similar evaluative function. Now, as mentioned earlier, these programs have been cancelled.

At the direction of the vice chancellor for academic affairs, the OFPM works with department and college representatives to develop program statements for new buildings. The office ensures that the requirements outlined fit the accepted space standards for the units involved. It offers technical assistance in helping the unit find similar facilities elsewhere to visit and review, in making sure the unit has not omitted information critical to the architect, and in identifying other persons on the campus and elsewhere who have the necessary technical expertise to help with the planning process.

Representatives from OFPM are also involved in the site selection process for new buildings and in the process of selecting the architectural firm to design the building. They join departmental personnel and personnel from the Office for Capital Programs in these activities and then follow the project through to completion to ensure that the program statement for the building is followed.

The office also plays a major role in supporting the Facilities Planning Committee each year and in developing the capital budget. Through their contacts in the Office of the Vice Chancellor for Academic Affairs and in the various other units on campus, the personnel in OFPM are able to remain informed of academic programmatic priorities.

OFPM is beginning to apply modern computer technology to its operations. The O & M Division is putting all building floor plans on a CAD system that will be available to OFPM and the Office for Capital Programs through networking. Its architects are now using a CAD package for design purposes and to help with feasibility studies. Scheduling of projects, maintenance of space records, and so on can all be handled more efficiently on the computer.

This unit is ready to plan and to support a large volume of planning, remodeling, and construction on the campus. The administration hopes the funds to finance the required work will be available in the next ten years so that the unit can perform at peak capacity.

E. OFFICE FOR CAPITAL PROGRAMS

This unit is part of the central administration and reports to the vice president for business and finance. However, it plays a critical part in the capital development of the campus.

The office includes the campus architect, the campus landscape architect, and the University landscape architect. It has the primary responsibility for selecting architectural firms for projects and for coordinating projects with the Capital Development Board, the architectural firms selected, campus unit personnel, and the contractors. The office also is primarily responsible for selecting outside planning, architectural, and engineering consultants; maintaining the campus master plan; selecting sites for new facilities; and providing cost estimates for projects that are being planned. Construction standards, design, and aesthetics are matters that also fall in the office's bailiwick.

The director of the Office for Capital Programs is the person who presents all capital projects to the members of the Board of Trustees. The unit is responsible for ensuring that all aspects of such projects have been considered and that all of the proper supporting information is available.

F. CONCLUSION

In the past ten years a great deal of excellent space has been added to the campus. The facilities recently constructed for the College of Veterinary Medicine are among the best in the country. Those constructed, or under construction, for the College of Agriculture are superb. A new stack addition has been added to the University library. The Foellinger Auditorium has been enlarged and rejuvenated. A new building for the Department of Astronomy is under way. This will provide for the expansion of the National Center for Supercomputing Applications in released space. The Department of Atmospheric Sciences has a new building. Additional space has been built for the Dance Department, Landscape Architecture, Urban and Regional Planning, and the Glass Program. An addition now graces the Krannert Art Museum. The Beckman Institute, the Microelectronics Building, and the addition to the Digital Computing Laboratory are all about to begin functioning on the engineering campus. New recreational facilities have been built for faculty and students. A new car pool

facility has been added. Three new storage buildings have been constructed. The Ice Rink, McKinley Hospital, and the Busey-Evans Residence Hall have been remodeled extensively. The Athletic Association has made major strides in its capital campaign by completing the new track and baseball complex. The stadium has been repaired. A new weight room has been added, and locker facilities and the like have been provided for football and wrestling. New tennis facilities are under construction. This list is far from all-inclusive, but it is impressive.

On the other hand, the list of new buildings and major remodeling projects in the FY 1990 operating budget request is also impressive, and it is only a partial list. The School of Chemical Sciences, the School of Life Sciences, the Department of Physics, the Department of Electrical and Computer Engineering, the School of Social Work, the Department of Geology, the Institute of Aviation, the School of Art and Design, the College of Communications, plus many administrative units have serious space difficulties and some are operating in facilities that do not meet their needs. The situation has reached critical proportions for many of these units; their space problems must be addressed soon if the quality of their operations is to be maintained.

The deferred maintenance problem facing the O & M Division is growing in this period of financial stringency. That situation must be reversed soon. When one compares the condition of the grounds and facilities at UIUC to that at peer institutions, the campus continues to compare favorably. However, it is recognized that if maintenance is neglected much longer, the condition of the buildings and grounds will deteriorate rapidly.

Those units that support the facilities at UIUC do an excellent job with the resources available. They provide a great deal of expertise, and many of the people in these units are recognized as leaders in their professional groups. They use modern practices and technology in carrying out their functions, but on the whole they do not have the personnel and financial resources for all of the services they would like to provide. They are forced to respond largely in a reactive rather than a proactive mode.

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CHAPTER SEVEN

Programs of Instruction

This chapter is intended to provide the members of the NCA review team with a brief overview of UIUC's colleges, the summer session, and the intersession. No attempt has been made to replicate similar information in the current undergraduate and graduate catalogues and in the *1988-90 Academic Staff Handbook*. Copies of these documents will be provided to the team members.

The information included here was collected from deans, directors, faculty, and staff members. They were asked to provide materials related to the two special areas of emphasis selected for the review, and they were also asked to provide information regarding the units under their jurisdiction: mission, major accomplishments and changes during the past ten years, plans and goals for the future, curricular changes, space and budget concerns, fund-raising efforts, equipment problems, evidence of quality, listing of recent accreditation visits and the results, an evaluation of their current position, and so forth.

Along with copies of accreditation reports, colleges submitted planning reports and other documents that they felt would help the NCA review team get a better view of what they have been doing and where they are going. All of these documents will be on file in the headquarters being established in the Levis Faculty Center for the team members.

The head count enrollment figures following the title of each college are for the fall of 1988.

A. DEGREE-GRANTING UNITS

College of Agriculture

Undergraduate Students: 1,840 Graduate Students: 585

The College of Agriculture is a broadly based organization with a number of missions that continue to be developed after more than a century of service. These relate to commercial agriculture, environmental concerns and preservation of the nation's natural resources, and the improvement of the quality of life in both home and community. Much of the work of the college is designed to open new opportunities by searching for solutions to specific problems and to transfer this new knowledge to those who can use it. Its work has application in all parts of society and in all parts of the world.

The college has active programs in four broad areas—teaching, research, extension education and public service, and international agriculture. The college includes the School of Human Resources and Family Studies with four divisions (Family and Consumer Economics; Foods and Nutrition; Human Development and Family Ecology; and Textiles, Apparel, and Interior Design); the Division of Nutritional Sciences; and the Departments of Agricultural Economics, Agricultural Engineering, Agronomy, Animal Sciences, Food Science, Forestry, Horticulture, and Plant Pathology. Additionally, students can major in agricultural communications, agricultural education, and home economics education.

Undergraduate students in agriculture can choose from among 32 curricula, majors, and study options in 8 college departments, with more than 350 courses available in a broad range of agricultural and agriculture-related disciplines. Individualized programs of study may be designed to meet students' particular educational needs, academic interests, and career goals.

Programs for graduate students are offered in the various departments and the school. More than 600 graduate students register each year for work in the college. Approximately 40 to 50 Ph.D. and 125 M.S. degrees are conferred annually.

Under the long-range Illinois Food for Century III program for food-production research, the college has received nearly \$60 million since 1978 for the construction of ultramodern laboratories, classrooms, greenhouses, and field facilities in the agricultural and food sciences. In addition, the college has initiated the construction of a \$29 million federally funded Plant and Animal Biotechnology Laboratory. A \$5 million national soybean research laboratory is in the planning stages at present. State-of-the-art equipment and laboratories are available for studies in such high-tech areas as genetic engineering of plant and animal species, plant molecular biology, plant tissue and cell culture, biomass production and utilization, alternative fuels and energy sources, postharvest technology, environmental management, and computer applications to agriculture and the food industry. More than 10,000 acres of college farmland in all parts of Illinois are used for experiments.

The college conducts research through the Agricultural Experiment Station, and graduate students are an integral part

of that research. Research is conducted by more than 300 scientists in college facilities on the campus and at research and demonstration centers throughout the state. Because research often involves more than one field of study, much of it is conducted in cooperation with other colleges on the Urbana-Champaign campus, with the state surveys situated on the campus (Geological, Natural History, and Water), with the U.S. Department of Agriculture, and with other agricultural colleges. Interdisciplinary research is encouraged in special areas such as crop and animal production and uses, environmental quality, pest management, the International Soybean Program (INTSOY), and foods and nutrition. Financial support for research comes from appropriations by the state of Illinois, federal appropriations and contracts, international agencies, and private gifts and fellowships.

Student interest and requests for information and assistance demonstrate that Illinois education, agriculture, and agribusiness are in the forefront of world food production and development. In the future, many students will go into the world employment market, directly or indirectly, even if they live and work in the United States. Several courses in the departments of the college emphasize international agriculture, and research is conducted with the goal of assisting developing countries to expand their own capability for food production and distribution. Faculty exchanges and cooperative research with foreign institutions and agencies offer opportunities for mutually beneficial programs. The broad supervision of the college's international activity is in the Office of International Agriculture. Some major international interests in the College of Agriculture include soybeans, maize, animal agriculture, and nutrition.

The college's extension education work is through the Cooperative Extension Service, which has a staff of state, regional, and county specialists in 113 offices throughout the state. The Cooperative Extension Service has 542 academic and professional staff members and about 525 paraprofessionals and other support personnel.

One of the college's major accomplishments within the past ten years has been recruiting excellent students. In the late 1970s, admissions had fallen off in the college, and the quality of the students being admitted had also declined. Thus the college initiated the Jonathan Baldwin Turner Agricultural Merit Scholarship Program (JBT), which is funded entirely by gift funds. This program has provided multiyear merit scholarships for talented freshmen enrolling in the College of Agriculture since 1979. This extremely successful program was

initiated with two-year, \$1,000 awards that were increased in 1984 to four-year merit awards of \$2,500 each.

To date, the college has awarded 600 JBT merit scholarships. Each year, a growing number of highly qualified students are interviewed for this award. This year, the tenth year of the program, approximately 200 students were interviewed for 70 scholarships.

The JBT scholarship program has improved the academic caliber of the entering freshmen. Students qualifying for merit scholarships are in the upper 10 percent of their high school class, either by class rank or by attaining ACT scores of 26 or higher. The total percentage of new students entering the college with ACT scores of 30 or better (that is, those in the top 2 percent) has risen from 3 percent in 1979 to 10 percent at present. The grade-point average of entering freshmen has also gone up.

Not only is the college attracting more qualified freshmen, it is also retaining them. The retention rate for students entering the JBT program has been excellent. During the first four years of the program (1979 to 1982), 91 percent of the JBT scholars graduated from a program in the College of Agriculture or a closely related area such as veterinary medicine.

The college also initiated a program with gift funds to introduce undergraduate students to research opportunities. The JBT Undergraduate Research/Scholarship Program was initiated to provide a genuine research experience for juniors and seniors enrolled in the college. The program provides qualified undergraduates with scholarships and financial support for an independent research project, travel expenses to attend scientific meetings to report research results, and funds to help defray costs for publishing their findings in scholarly journals. Since 1982, research awards have been given to 92 undergraduates. College faculty members supervise approved research projects, offering the professional guidance normally given to graduate students. Student researchers benefit from the close working relationship with their project advisors and research committees.

The JBT Graduate Fellowship Program was initiated in 1986. Its primary goal is to help recruit and support outstanding graduate students interested in pursuing doctoral programs in the college's graduate departments. It parallels at the graduate level what the other two programs offer at the undergraduate level.

The basic JBT Graduate Fellowship stipend is \$10,000 per academic year, with an opportunity to renew it for up to two additional years. Thus the total college commitment is \$30,000 per selected graduate student. For entry into this program, students are chosen by rigorous criteria; the criteria by which students are retained are equally rigorous. Fourteen doctoral students have entered the program in the three years of its existence.

Because graduate student recruitment in some disciplines is highly competitive, individual departments may offer funds to supplement the JBT scholarship. This important feature enables departments to keep their students rather than lose them to other disciplines.

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College of Applied Life Studies

Undergraduate Students: 677 Graduate Students: 142

The College of Applied Life Studies (ALS) has as its primary focus the nature of the individual's physical being and the improvement of the quality of human well-being throughout the life span. These interests are supported by the four instructional departments, the one research institute, and the one campuswide service division that make up the college.

The Department of Leisure Studies has as its mission the development of leisure philosophy, the study of leisure behavior, and the study of the management of leisure facilities and services. The department's leisure behavior research laboratory has been a pioneer from a multidisciplinary perspective. The Office of Recreation and Park Resources is the primary service unit of the department and is run in cooperation with the Cooperative Extension Service.

In 1983 the department was granted continuing accreditation of the baccalaureate program by the National Council on Accreditation of the National Recreation and Parks Association and by the American Association for Leisure and Recreation. In the spring of 1988 the unit also completed an internal evaluation through the Council on Program Evaluation (COPE). Based on a number of different measures, the department is widely held to be nationally ranked first in the field.

Since the last North Central report, the Department of Health and Safety Studies has made significant progress in redefining its mission and goals, developing new options, and strengthening existing program options by internal review mechanisms, formal accreditation review, and enhancing its research, teaching, and service functions.

The mission of the Department of Health and Safety Studies is to expand knowledge of human health through research, instruction, and service in an interdisciplinary environment attentive to state, national, and international concerns. It includes providing programs that enable graduates to undertake research in health and safety education, ecology and epidemiology, and community health and safety and to serve as professionals in the broader context of teaching, research, and public service.

The department offers two options at the undergraduate level: community health, and health planning and administration. Both of the programs are built on a vigorous liberal arts curriculum that is linked with in-depth study in the student's particular field of interest.

At the graduate level, the department offers programs leading to the following degrees: Master of Science, Master of Science in Public Health, and the Doctor of Philosophy. The last formal accreditation efforts were in 1980 and resulted in a joint campus M.S. degree in health education (public health option) in which the department collaborated with the School of Public Health at the University of Illinois at Chicago. The Ph.D. program has been revised since the last North Central report and now permits students to concentrate in the areas of health behavior, health education, health policy, and health services. The department at the graduate level participates in the Medical Scholars Program, which allows students interested in medicine and health and safety to earn both the M.D. and the Ph.D. in Health and Safety Studies.

In 1984 the department began an intensive curriculum review. In 1987 epidemiology was introduced as a new specialization for the M.S. degree.

Within the past ten years, the Department of Physical Education has changed its name to the Department of Kinesiology in order to better reflect its goal of focusing upon the study of human movement in its broadest application to activities encompassed in sport, work, play, exercise, and rehabilitation throughout the life span. The academic and research programs are concerned with humans as physically active organisms, with special reference to the components, determinants, and development of movement patterns in action, together with the effect that engagement in physical activities has on individuals and groups. The interdisciplinary nature of this area of study is exemplified by the structure of the academic programs and ongoing research.

To strengthen this perspective, the department is undergoing a restructuring, which is also reflected in the undergraduate and graduate programs within four core cluster groupings: biodynamics of physical activity; social science of physical activity; coordination, control, and skill; and growth, development, and form. At the undergraduate level, the program is designed to prepare students for graduate study or professional careers in teaching-coaching, sports medicine, management, and health-fitness careers. All students must have an internship experience. This has led to strong ties with local schools, park districts, the YMCA, fitness centers, and other businesses.

Accomplishments during the past ten years include recognition of a major equivalency in athletic training by the National Athletic Training Association, successful review for accreditation by the Illinois State Board of Education, and the upgrading of undergraduate admission criteria while simultaneously having to close fall admissions early. Regardless of the criteria to be applied, the department ranks in the top five nationwide.

The University's commitment to disabled students is reflected in the programs and services of the Division of Rehabilitation Education in the College of Applied Life Studies. Since 1947, the division has set nationwide standards for such services on a college campus. Today, many of its efforts to help disabled students achieve their professional aspirations remain unique.

The design of the campus affords students with physical disabilities full access. Specially designed or modified facilities allow them to live independently in regular University residence halls with other students. For severely disabled students who require the assistance of others for their personal care, the division maintains the Beckwith Living Center, which is just one of the developments that have taken place since the last accreditation in 1979. The University reaffirms its commitment to disabled students each year by supporting the residential center, in large measure with University funds, so that the cost to disabled students can approximate the cost to other residential students.

A comprehensive transportation service for the disabled allows them to organize their schedules so that they may participate fully in campus life. The Division of Rehabilitation Education provides special testing services, a fully equipped physical therapy facility, medical services, counseling services, services for the sensory or the visually impaired with a wide range of state-of-the-art computer technology, and a prosthetic shop offering wheelchair repairs and the fabrication of adaptive devices.

Most recently, the division has developed master's degree programs in rehabilitation counseling and administration that have been accredited on the basis of the unit's outstanding faculty and facilities. The division's Adaptive Technologies Laboratory is one of the best equipped learning-technologies lab settings in the United States. The laboratory and other University resources and facilities support the varied research interests of faculty: physical disability related to the central nervous system, sexuality and disability, occupational adjustments and job placement techniques, adaptive technologies and computer interfaces, rehabilitation engineering, housing for persons with disabilities, national standards for building accessibility, culture and disability, and sports science.

The Institute for Research on Human Development is an interdisciplinary unit concerned with health and human development in the context of social change. Its mission is to sponsor and provide a context for interdisciplinary research directed toward understanding and promoting optimum health, human development, and performance. The interdisciplinary approach of the institute is reflected in the diversity of academic backgrounds of its faculty and in the cross-disciplinary approaches to research activities. Members of the faculty come from the disciplines of psychology, sociology, and anthropology and have interests in a variety of applied areas, including education, health, leisure, and social gerontology.

The College of Applied Life Studies has experienced a series of budget reductions since 1972. The budget has been cut by \$849,287, a mean decrease of \$47,183 per annum. Since FY 1984, there has been a net loss of 10.5 FTE, mostly in kinesiology, while enrollment has risen 4 percent in the same period. The college has absorbed budget cuts by trimming expenses for departmental operating costs, faculty development funds, space renovation, equipment replacement, and travel and by using funds released from faculty retirements and resignations. Space for instruction, research, and faculty offices has not been upgraded during the past decade. Thus the facilities are inadequate by any standard. The dean has modest discretionary funds and limited, yet increasing, indirect cost funds. Still, even after experiencing major budget reductions, the Departments of Kinesiology, Leisure Studies, and Health and Safety Studies have managed to maintain high academic ranking on a national basis.

The college began a concerted fund-raising effort in FY 1985, when it participated in the first University of Illinois Foundation campaign. In October of 1986 the college hired a development director and began stimulating proposals to external funding sources for support of ALS research and services; it

also began cultivating large gift donors. The college's approximate levels of effort and giving can be summarized as follows: level of effort (direct costs for immediate staff and expenses) increased from \$2,500 in FY 1985 to \$52,000 in FY 1988; during this same period the level of giving increased from \$12,500 to \$115,000 and the level of external research and service support grew from \$250,000 to \$3 million. For FY 1989, the goal is \$200,000 in gifts and \$3.2 million in research and service support. Already this year the college has received a \$500,000 donation to fund an endowed chair in kinesiology.

The college office, under the acting dean, is developing a multifaceted support system for undergraduate students. Some of the dean's initiatives include the establishment of the dean's Set-Aside Fund for the Improvement of Undergraduate Education, an on-line job search capability for students, and the assignment of an assistant dean to work on improving existing college orientation and retention efforts. While the exact directions of the new efforts are not yet final, it is clear that there will be efforts to improve the orientation process, to provide more support for student professional associations and awards, and to increase the contact of faculty and deans with all ALS undergraduates.

The college is committed to affirmative action and equal opportunity goals—as reflected in the high percentage (14 percent) of minority students in the fall freshman class. However, it is the college's belief that these goals are only partly met through recruitment programs. The college must lend substance to its commitment by providing a quality college education to these students.

Since the last North Central accreditation visit, each instructional department in the college has developed a full-time undergraduate advisor position. The newly appointed assistant dean for undergraduate programs is focusing on the process of socially and academically integrating all ALS students into the fabric of the college.

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College of Commerce and Business Administration

Undergraduate Students: 3,140 Graduate Students: 806

The mission of the College of Commerce is to prepare students for informed and responsible leadership roles in business and society. Three sets of activities are the means by which the mission is carried out: instruction, research, and service-outreach.

In addition to serving its own students, the college also provides instruction to students from across campus. The Departments of Economics and Finance have 1,311 majors in the College of Liberal Arts and Sciences. In addition, the college reaches 1,218 executives annually through its Executive

Development Program and Executive MBA Program. The college is committed to quality instruction for all of its students.

Accomplishment of this mission requires a faculty that is committed to the creation and communication of new knowledge through research. Research in the college is facilitated and supported through the Bureau of Economic and Business Research. The bureau provides funds for research assistance, data, seed money for research projects, a working-paper series, and summer research support for young faculty. A recent survey of publications in business schools showed the college ranking first in number of occurrences in the top twenty business journals. Research standards of the college are high and demanding.

Instruction and research form the basis for the service and outreach missions of the college. The publications of the college, including the *Illinois Business Review*, the *Quarterly Review of Economics and Business*, the *Financial Review*, the *Academy Management Review*, the *International Journal of Accounting*, and *Economic Outlook*, reach readers across the state and nation. Executives from around the world travel to Urbana-Champaign to take part in the Executive Development Program of the college. Faculty serve their professional associations as members, editors, and research evaluators and serve the University through membership on various committees. Service and outreach are important missions of the college.

A planned reduction in the number of undergraduates over the past ten years has reduced undergraduate enrollment in the college by 16 percent. This, together with a surge in undergraduate interest in business education nationwide, has resulted in increasingly high entrance standards. Freshman admission into the college currently requires that a student be in the top 10 percent of his or her high school class and score 29 or above on the ACT. To transfer into the college in the junior year, students must have a 4.4 grade-point average (on a 5-point scale). These requirements are among the highest on the campus and are up dramatically over the past ten years.

While undergraduate enrollment has been decreasing, graduate enrollment has been increasing. The college has 16 percent more graduate students today than in FY 1979, filling several new graduate programs. The MBA program currently has an enrollment of 240. New joint programs in architecture, law, medicine, engineering, public administration and, most recently, agriculture have enriched the program. The MBA

program, formerly housed in the Department of Business Administration, was recently transferred to the college in a move to strengthen the program and to increase support.

The Executive MBA Program, introduced in 1975, offers a rigorous two-year program for 40 to 45 business managers. Executive MBA students attend one week of classes in the fall, followed by classes on alternate Fridays and Saturdays.

The Executive Development Center also sponsors general management programs, professional development seminars, and business programs for international managers. Enrollment in center programs has been growing dramatically in recent years. In the past three years, the center has grown 33 percent, and it will grow close to 50 percent in each of the next two years. Much of this growth is in international programs.

The past ten years have also seen the development of three new college offices:

1. The Office of Real Estate Research was established in 1980 in response to the growing demand for research on real estate markets and mortgage markets. The objective of the office is to maintain an ongoing real estate research and education program centered at the University of Illinois. The office has awarded more than \$100,000 in research awards in the past four years, has initiated a paper series and newsletter, and has inaugurated an annual Real Estate Outlook Day. Funding for the office is primarily through the real estate brokerage industry.
2. The goal of the Office of Information Management, founded in 1985, is to produce managers who understand and use information technology to make themselves and their organizations more competitive. The office administers a \$2.7 million grant from IBM that is being used to establish a graduate student computing lab with more than 100 workstations in David Kinley Hall. The success of that lab has led in the past year to the extension of the lab to serve undergraduate students. The new undergraduate lab will be open for the spring semester, 1989.
3. The Office of Development and Alumni Affairs was formed in 1986. The charge of the office is to establish a comprehensive fund-raising program for the college, including major gifts, annual fund cultivation, and communications programs. There are two full-time professional fund raisers and a full-time publications editor in the office. An active telephone marketing

program and alumni fund drives have increased the proportion of alumni contributing to the college from 6.1 percent in 1984 to 11.9 percent in 1987.

During the past ten years the college has made some major advances in the international education area. Two new degree programs were added during this period: the Master of Science in Business Administration for International Managers, which originated in 1985 and now enrolls 26, and the Master of Science in Policy Economics, which was introduced in 1984 and currently enrolls almost 50 registrants. The college also has expanded activities in the international contract area by serving as the coordinating educational institution for the World Bank/MUCIA/Bangladesh Business Management Education and Training Contract. The contract had an initial five-year period for \$3.6 million and was designed to afford long-range training and planning for the development of business education in Bangladesh. The contract has been extended for an additional year.

The college's efforts to increase the diversity of its student body and faculty have met with mixed success over the past ten years. Undergraduate Black and Hispanic enrollment is up sharply in the college. In 1979 the minority undergraduate enrollment was 5.5 percent of total undergraduate enrollment, while in 1987 it was 9.2 percent. Further, the high school class ranks of Black students have improved by 10 percent and ACT scores by 35 percent since 1979. However, minority graduate enrollment has not grown similarly. The college is attempting to build minority graduate enrollment by sending faculty to predominately Black colleges to recruit students. As a result of this effort, two new Black students are entering the graduate program this fall.

Finally, the past ten years have also been marked with important changes in the Bureau of Economic and Business Research. An econometric model for the state of Illinois has been developed to serve as the basis for bureau forecasts of income, output, and employment in the state. A new publication, the annual *Illinois Economic Outlook*, was initiated in 1982 to provide synoptic analyses of the state's economy and forecasts for the coming year.

A 1987 issue of *U.S. News and World Report* ranked the College of Commerce fifteenth nationwide. Deans at 232 business schools were asked to select the ten schools offering the best programs in business. Criteria included quality of faculty, strength of curriculum, and placement of graduates in positions that serve the profession and the public.

The college is comprised of four strong departments: the Departments of Accountancy, Business Administration, Economics, and Finance. For the seventh consecutive year, the undergraduate accounting program has been ranked best in the nation. Based on a survey conducted by *Public Accounting Report*, the ranking involved almost 400 college accounting department chairpersons. The department leads the second-rated department, Texas, by 113 points. Research programs are also strong in the Department of Accountancy. The department ranks first in number of articles in the top three accounting area journals, according to a study published recently in the *Quarterly Review of Economics and Business*.

The Departments of Business Administration, Economics, and Finance rank somewhat lower than the Department of Accountancy, probably in the top 10 to 20 range. The Department of Business Administration ranks fifth in number of articles in behavioral management area journals, nineteenth in operations research area journals, and tenth in marketing area journals. The Department of Economics was recently ranked tenth in microeconomics, eighth in public finance, sixth in international economics, seventeenth in industrial organization, and eleventh in labor economics. And the Department of Finance ranks nineteenth in number of articles in the top three finance area journals.

The baccalaureate and master's programs of the college are fully accredited by the American Assembly of Collegiate Schools of Business. The last accreditation review was in 1981-1982. In that review, both the college and the accounting programs were reaccredited. The review team praised the college for its strong commitment to its students and its fine relationship with the business community. The next accreditation review is scheduled for 1989-1990.

The college was also reviewed in 1987 by the vice chancellor's Advisory Committee on Campus Priorities. While recognizing the high standing of the college in research, this committee warned of the challenge to the college's standing as a research center because of the increased demand for undergraduate professional education in business. The committee recommended a major expansion in faculty to reduce teaching loads and section sizes, a review of the undergraduate curriculum of the college, a doubling of the MBA program, and a capital expansion program. The college has already taken steps to implement several of the committee's recommendations.

The only major departmental review in the last ten years was of the Department of Economics. An outside review team of three faculty members reviewed the department in 1988. The

review was prompted by internal problems and by the departure of some senior faculty members. The department is also experiencing considerable enrollment pressure. Enrollment in economics courses (by majors and nonmajors) has increased 13.6 percent in the past ten years, while faculty FTE count is down approximately 10 percent from 1978. The review team recommended a change in governance from a chair to a headship. That change was approved by the economics faculty and by the Board of Trustees and will be implemented in the coming year.

A major objective of the college is to strengthen and update its undergraduate curriculum, which has not been reviewed in many years. An Ad Hoc Curriculum Review Committee, appointed by the dean, recently completed its review and submitted a preliminary report to the faculty. The committee advised strengthening the liberal arts components of the curriculum, adding a core course on production and technology, adding an international emphasis, adopting a microcomputer-based course on business information, and strengthening the economics and mathematics requirements.

A second objective of the college is to enhance and expand the MBA program. The goal is to double its size over the next three years. Plans also include strengthening the core requirements and adding communications skills and computer literacy workshops. The expansion will be funded by an increase in MBA tuition, to be phased in over a two-year period. The expanded program will be housed in the Survey Building (a small building next to Commerce West), which will be remodeled with private funds. Plans to initiate a fund drive for this purpose are under way.

The college also needs to address some serious funding deficiencies that have been identified by various review committees. Careful review by the Advisory Committee on Campus Priorities last year identified the need for a net addition of 44.5 FTE faculty in the college to meet current demand. According to the committee, this would involve an addition of 145 sections per year. The vice chancellor has targeted the college for major new incremental program funds over the next three to five years if those funds become available to the campus.

Adding courses and faculty means adding classrooms and faculty offices. The college recently completed an in-depth review of its capital and remodeling needs. It concluded that those needs could be met by following the University's South Campus Plan for the commerce quad, a group of four buildings on the south campus: two (Commerce West and David

Kinley Hall) that currently house the college, one (the Survey Building) that has been assigned to the college to house the expanded MBA program, and one (the Architecture Building) that will be assigned to the College in the long term. These buildings will require extensive remodeling to fit the college programs. A drive to provide the funding for this remodeling is in the planning stages.

The college also seeks to strengthen the base of support for its research programs. External support for research comes both from public sources (NSF and NIH, for example) and from private sources (private foundations, corporations, individuals, and so forth).

Finally, the college strives to improve services to its students. The College Placement Office is greatly overstressed with an increasing demand for its services. Additional funding is needed to increase the staff and improve the facilities of that office. The advising program of the college also needs strengthening. Moves to develop a computer-scheduling program for commerce students will get under way next year. Students in the Executive Development Program need better facilities to make their programs competitive with those of other business schools. Long-term plans include seeking outside funding to support a new building for the programs of the Executive Development Center.

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College of Communications

Undergraduate Students: 416 Graduate Students: 112

The College of Communications consists of three academic departments—the Departments of Journalism and Advertising and the Institute of Communications Research—and one service unit, the Division of Broadcasting, which operates WILL AM, FM, TV, and various ancillary broadcasting services such as teleconferencing.

The college offers undergraduate degrees in journalism (including broadcast journalism), advertising, and media studies; master's degrees in journalism and advertising; and a Ph.D. in communications. The undergraduate program in media studies and the doctoral program in communications are administered and primarily taught by the Institute of Communications Research on behalf of the entire college.

Enrollment in all college programs has been stable over the last twenty years. The stability derives from the fact that relatively high admissions standards were established for the programs in the late 1960s; demand for each of them has remained strong since that time. The college admits undergraduate students only upon completion of the sophomore year (60 hours), if they have earned a grade-point average of 4.0 on a 5.0 scale. Relatively few transfer students are admitted from outside the University. They too must have completed their sophomore year.

While grade-point standards for transfer students vary somewhat from year to year, the college has been requiring in recent years an admission average of between 4.3 and 4.5 (again on a 5.0 scale). Average ACT scores for undergraduate students are slightly under 27 and just about at the average for the entire campus. The college does admit some students who fail to meet the admissions requirements of both the undergraduate and graduate programs in order to create a sufficiently diverse student body and to comply with and support the affirmative action goals of the campus. The college admits about one-third of the students who apply to the master's programs and about one-tenth of those who apply to the doctoral program.

During the 1960s and early 1970s, students were primarily interested in writing journalism for the newspaper and magazine industries; during the late 1970s and 1980s students have been more interested in writing news for broadcasting and advertising for advertising agencies. These shifts in interest are relatively slight overall, but they do create pressures calling for the redistribution of resources. At the moment, enrollment demands are heaviest in advertising and broadcast journalism.

Four years ago the college installed a new college-wide program in media studies. To a certain degree the program replaced an earlier Department of Radio-Television. In the late 1970s the college closed the Department of Radio-Television and transferred the major portion of the faculty and curriculum to the Department of Journalism as a specialty in broadcast journalism. Too many of the students in radio-television did not have enough interest in writing or they were too interested in a "technological" program for the academic standards and well-being of the college and the University. The remaining portion of that department was fashioned into an undergraduate, nonprofessional major in media studies. This program attracts students with an interest in writing for the non-news aspects of the medium. Many of the students from the program go on to graduate work in communications or to management positions in broadcasting, particularly public broadcasting.

Two other changes of some note have occurred since the last North Central accreditation visit. First and most dramatically, the technological basis of education in communications has shifted as a result of the entry of the computer into virtually all aspects of professional practice. The college has in recent years converted the teaching of graphic design, photography, writing, and editing to computer-based education and now has computer laboratories operating in each of these areas. The college has also undergone a significant change in its faculty in the last decade. In recent years a large number of retirements have occurred as people who joined the faculty in the last large enrollment expansion reached the mandatory retirement age.

Otherwise, the college has maintained its traditional curriculum and graduate requirements except for minor modifications here and there. The essential design of the curricula was reached in the early 1970s. Overall, the college offers lean, structured, and sequenced professional programs that are dependent upon and articulate with a broad education in the liberal arts.

The college runs its own placement service, and most of the graduates are employed in their professional specialty within six months of graduation. Indeed, the college has unusually distinguished alumni who serve prominently in all of the major fields of communications.

The undergraduate and graduate professional programs of the college are accredited by the Accrediting Council on Education in Journalism and Mass Communications. The most recent review was in October 1981, the results of which were approved by the council in May 1982. The college will be reviewed again for accreditation during this academic year. The 1981-1982 review was virtually without criticism of the programs, and the few concerns mentioned have been addressed. It is among the very best reports ever issued by the accrediting council.

When exemplary journalism programs and excellent colleges of communications are discussed or reviewed by the professionals in the field, UIUC is always sure to be included. The dean reports that he has never seen any allusion to education in this field at any level—from undergraduate to Ph.D.—or in any specialty that did not include UIUC among the top ten.

Since the last North Central visit, the college has increased its efforts at private fund raising. These efforts have significantly warded off the declines that would have resulted had the college relied on declining state resources. Most equipment purchases are now through private funds, as are virtually all expenditures for alumni relations, placement, special programs, and a major portion of travel and faculty research. The college now has one professorship financed through private contributions. At present the college raises approximately \$1.5 million annually from gifts and endowment income.

Salaries are in the main competitive, though salaries for advertising faculty are significantly behind the market, largely because of competition from business schools. The college needs two to three additional faculty if it is to maintain its present programs and teach them in the manner they are designed to be taught.

The single largest problem of the college is space. Gregory Hall, which houses the college office and library, is a fine building now some fifty years old. It is a central classroom building for the entire campus and takes a physical pounding from round-the-clock student use. It is not well adapted to modern curricula in communications. Most of its laboratories are cobbled together in a remodeled space once used for offices

and classrooms. Faculty offices in journalism are hidden in the basement in generally unattractive and gloomy arrangements. One-third of the faculty of the college is outside of Gregory Hall, largely in the Armory, a fact that significantly depresses collegiate interaction. Most of all, the college lacks modern broadcasting facilities for both instruction and WILL. The college leases a television studio from the local cable company, and students and faculty must travel daily two miles back and forth to the facilities. Radio facilities are in Gregory Hall but are hopelessly primitive. Expansion and improvement of college programs are now almost completely limited by physical circumstances.

A final note on the Division of Broadcasting. WILL AM, FM, and TV are among the finest broadcasting stations in the country. They consistently outrank stations in much larger communities both in the size of their audience and in voluntary contributions from listeners and viewers. They are housed in some of the most miserable conditions on campus and certainly the worst facilities in any major university. The stations make important contributions to the academic programs of the college. Staff members from the stations assist in instruction; students from the college work in the stations insofar as they are qualified; and there are many important academic interactions between the faculty and station personnel. This arrangement is beneficial to the college and the campus, but it does lead to serious underfunding for the broadcasting stations.

The campus administration recently funded the development of a plan for an addition to Gregory Hall that would make it possible to consolidate all of the operations of the college in a single building. However, this project, estimated to cost more than \$10 million, is not yet near the top of the University's capital budget list. To move it farther up the list, the college will have to raise funds for a major portion of the projected cost. In the meantime, the college and campus administration are studying several short-term solutions that will improve the radio and television facilities.

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College of Education

Undergraduate Students: 853 Graduate Students: 784

The College of Education has ranked anywhere from 1 to 8 in various national evaluations that have appeared since 1968. Its major strength is in the long tradition of influential scholarship by college faculty members. There are a number of education fields in which the scholarship of UIUC faculty has been prominent in shaping the field. Many of the current faculty remain as prominent leaders today. The strong doctoral programs of the college are linked to the focus on scholarship.

The college has also been the home of strong professional programs. It is at present rebuilding its teacher education programs and its education administration programs. These efforts are seen as extremely important for three reasons:

1. Professional programs are part of the link to educational practice that is critical to guiding, shaping, and informing the research and scholarship of the college.
2. Learning how to prepare excellent professionals in education and making that knowledge available to others is an important responsibility of the college to the state and nation.
3. Professional preparation in education is an important service to the state and nation.

The college believes that it can recruit some of the best students to professional education and that it can continue to provide outstanding teachers in a number of fields. It has the advantage of being able to turn to many fine campus units that include the disciplines it needs to support its efforts.

The college is fortunate that it has outstanding Departments of Educational Psychology and Educational Policy Studies (which includes history, philosophy, and sociology of education)—the two most central foundational areas of education. To go with these departments, it has the areas of teacher education, administrator education, special education, and vocational education. These areas of faculty specialization and academic programs are reasonable, coherent, compatible, and focused.

Because the college is reasonable in terms of size (e.g., only the third or fourth largest in the state) and diversification, it has always been fairly easy to focus its direction.

As the college looks to the future, it plans to maintain its current strengths, and it has already begun to concentrate on three new areas:

1. The development of a core strength in understanding instruction in schools
2. Ways for more effectively linking college scholarship with the professional programs
3. The development of carefully selected, systematic links to schools of the state to reinforce the research and professional program missions

In each case, the college faces issues of determining the appropriate roles of the different types of institutions involved, deciding how to finance the activities, and determining how to provide the basis for long-term institutional cooperation in the face of inevitable changes the institutions involved.

Funding to date has been adequate to support the programs most central to the historic mission of the college; however, the plans for the future will require incremental funds. The teacher education programs that emerge will, in all likelihood, be longer and more costly as well as more rigorous. A special concern is to expand the flow of minorities into the ranks of public school teachers and administrators. That goal cannot be accomplished if the cost of professional education to those students goes up. Some form of increased financial assistance for low-income students will be necessary to offset the increased costs of the new teacher education. By the same token, a greater emphasis on collaboration with schools will have its own price tag. Foundations may be relied upon to support the early years of these efforts, but durable, long-term relationships will need to be built into the University budget and supported by state funds.

Schools represent the primary professional constituency for the College of Education. The most fruitful linkages with schools improve educational practice even while serving the scholarship and the professional programs of the college. In recent years the college has selectively pursued programs with schools that have long-term promise of benefiting both the college and public education. Examples of ongoing programs with schools include the Reading Recovery Program, the Illinois Alliance of Essential Schools, a collaborative project in teacher education with Urbana School District 116, and the School Executive Doctoral Program.

In addition to its support for public education, the private sector spends approximately \$30 billion annually on formal education and training and an additional \$100 billion on on-the-job training. The Department of Vocational and Technical Education has developed a training and development program designed to prepare professionals to serve in training settings in business and industry, to conduct research, and to improve practice in the field. A private sector advisory board, representing 14 companies throughout Illinois, allocates corporate internships to promising graduate students and provides advice on instruction, research, and development.

Under development is a three-year extramural program that aims to bring together Illinois industrial CEOs and leading professional educators in course work provided by the Institute of Labor and Industrial Relations, the Department of Vocational and Technical Education, and the Department of Administration, Higher, and Continuing Education.

The college also has an obligation to work with public officials in addressing the major issues of public education. The Office of Educational Policy and Leadership brings policy makers, school administrators, and academics together in an interactive mode in an attempt to create education policy informed by experience and research.

The classroom, conference room, and office space assigned to the college is quite good; however, the University has been unable to provide contiguous space for college research projects. The college conducts a large number of funded projects (more than \$4 million annually). In large measure these projects are housed outside the College of Education building because space is not available to accommodate them. For units such as the Center for the Study of Reading and the Secondary Transition Institute, this space arrangement draws some of the most outstanding faculty away from easy contact with students.

The College of Education makes extensive use of the campuswide PLATO computer-based education system for instruction and the IBM mainframe for research. In recent years the college has moved aggressively to make microcomputers available to both students and faculty. A recently concluded arrangement with Apple will provide Macintosh SEs in the offices of faculty members who need them for their research or teaching.

The Microcomputing Laboratory provides an array of desktop equipment and software, including more than 20 Apple IIe+s, for student use. Many teacher education programs make regular use of the facilities, but the lab is open to all students for both class and individual use.

The Teaching Techniques Laboratory provides a controlled environment where teacher education students practice teaching techniques taught by methods instructors or by laboratory staff. The lab is used by students enrolled in SE ED 239, Microteaching Practice in Teaching Techniques, and at the instructor's option by students enrolled in other methods courses.

Education Television Services provides facilities and assistance for the production, duplication, and playback of video and audio tapes for instructional and research purposes. Priority users include students, faculty, and staff associated with basic and advanced programs in education. A library of approximately 200 videotapes on educational subjects is maintained by Television Services.

Classrooms in the Education Building are wired for audio, video, and intercom and may be linked with the main control panel in Room 170. Each classroom is also equipped with monitor wiring; larger rooms have multiple monitors.

The Education and Social Science Library, which houses sources in highest demand by the college, is in the main library building, a short walk from the college. It includes recent scholarly volumes in the field of education, a comprehensive array of professional journals, a collection of school textbooks and teaching materials, and more than 34,000 volumes of children's literature.

All UIUC programs leading to certification to teach, supervise, or administer in elementary and secondary schools are governed by the Council on Teacher Education. The council, formally established by the Board of Trustees in 1943-1944, is the administrative and policy development structure that provides for the coordination, planning, and evaluation of

teacher education programs. At present there are 34 certification programs offered by the Colleges of Education, Applied Life Studies, Fine and Applied Arts, Agriculture, Liberal Arts and Sciences, and the Graduate College.

During the past ten years, certification programs under the purview of the Council on Teacher Education have been reviewed twice by the National Council for Accreditation of Teacher Education (NCATE), in 1981 and 1986, and twice by the Illinois State Board of Education (ISBE), in 1982 and 1987. As a result of these reviews, all programs submitted are accredited by NCATE and approved by ISBE through 1991, with the exception of the Teaching of Physics. This program, which was placed on provisional status by ISBE, is being revised to include a second teaching field.

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College of Engineering

Undergraduate Students: 5,223 Graduate Students: 2,122

The prime mission of the College of Engineering is to offer exceptional quality engineering education leading to bachelor's, master's, and doctoral degrees, preparing recipients for the practice of professional engineering. The large research commitment of the college exists primarily as a support mechanism for the degree programs offered by the college.

The college provides training in mathematical and physical sciences and their application to a broad spectrum of technological and social requirements of society. The engineering curricula, though widely varied and specialized, are built on a general foundation of scientific theory applicable to many fields. At the undergraduate level, the college offers a wide array of baccalaureate degrees, including aeronautical and astronautical, agricultural, ceramic, chemical, civil, electrical, general, industrial, mechanical, metallurgical, and nuclear engineering, as well as engineering physics, engineering mechanics, computer science, and computer engineering degrees. Chemical engineering is offered by the Department of Chemical Engineering in the College of Liberal Arts and Sciences.

The Departments of Physics and Computer Sciences are instructional departments organized within the College of Engineering. This structure strengthens the relationship between engineering and these subject areas.

All of the engineering degrees offered by the University have been accredited by Accreditation Board for Engineering Technology (ABET), with the exception of the computer science and engineering physics degrees, which do not fall within the ABET purview. The last ABET accreditation visit was in 1983 and another visit is scheduled for 1989. An interim visit for a few curricula occurred in 1986, and all engineering programs enjoy full ABET accreditation.

The college is now recognized as one of the nation's foremost engineering institutions and recently enjoyed a popular ranking of the second best engineering school in the nation, as reported in the November 2, 1987, issue of *U.S. News and World Report*. A more modest evaluation would be that the College of Engineering consistently ranks in the top five engineering institutions in the United States in nearly any rankings that have been made. Specifically, the Conference Board of Associated Research Councils, Malcolm G. Scully's *Survey of Well-Known Universities*, the Columbia University *Survey on the Reputation of American Professional Schools*, as well as the *U.S. News and World Report* article have all ranked the college within the top five U.S. engineering institutions.

Admission of students at the freshman level essentially limits admissions to the top 2 percent of high school graduates. Applicants are admitted on a best-qualified basis, determined by a combination of ACT or SAT results and high school percentile rank. Subject work completed at the high school level is also a determinant. Transfer admissions are regulated by accepting students on the basis of their grade-point averages achieved at other institutions. The academic programs are extremely demanding and competitive.

The college grants more engineering degrees annually than does any other engineering institution. It consistently ranks as one of the four largest producers of bachelor's degrees annually. The total research expenditure of the college ranks second only to that of Massachusetts Institute of Technology.

Although the college is a very large, comprehensive unit, it takes pride in maintaining an extensive advisory system serving the needs of each of its students, and it provides a wide variety of opportunities for students to participate in both individual academic endeavors and in student activities. It is estimated that approximately 12 percent of all engineering

students are involved in some type of leadership activity each semester of their enrollment. Honors programs, international programs, and individually based undergraduate research projects involve a large number of students in special academic endeavors. The college also maintains a vigorous minority program that has slowly but continuously increased the number of minority students enrolled and has increased the percentage retained to degree level. The emphasis on this activity has been continuous and strong for the past twenty years.

The college has maintained a development effort for many years, but it organized a development office in 1986 to enhance private sector support of academic programs and to increase communications with its 44,000 alumni. The number of donors to the college annual fund has been increased from 1,324 in 1982 to 2,263 in 1986, with the monetary value increasing from \$199,000 to \$853,000 in the same period. Corporate matching gifts have increased from approximately \$50,000 to \$115,000 in this same period of time. The college is eagerly seeking to increase the commitment of its alumni and friends through this new development effort aimed at strengthening educational programs.

A myriad of relationships exists between the college and industry and professional constituencies. Most illustrative of the relationships include student professional societies, the Industrial Affiliates Program, the Cooperative Education Office, the Engineering Placement Office, corporate support programs, and the Engineering Advisory Board.

The Industrial Affiliates Program is designed to establish closer ties between industry and the faculty and students involved in common areas of research. Industrial affiliate members provide financial support for research and technology transfer. Affiliate programs now in place include cement composites, communications, fracture control, computers, materials processing, physical electronics, polymer and composites, and power affiliates. Each of the groups meets several times annually. The Cooperative Education Program involves more than 70 companies providing on-the-job educational experiences for approximately 300 engineering students. The placement office maintains a continuous liaison with approximately 600 companies that come to the campus on a regular basis to employ engineering graduates. The Engineering Advisory Board, consisting of 80 industrial members, meets on a regular basis with engineering administrators, providing advice for the direction of the college and its missions. It is estimated that well over 2,000 visitors from industry come to the campus each year and are involved in a variety of interactions.

Adequacy of physical facilities and teaching and research equipment is a constant concern. When compared with those at peer institutions, the physical facilities are relatively poor. However, a plan is in place to restructure the physical plant; about one-third of the new facilities required are now under construction. State funds for teaching equipment are woefully short. Only through its large and intense research program is the college able to maintain a leading edge and provide some equipment for instruction that would simply not be available otherwise.

A large portion of the facilities in which the college is housed is old space and does not adequately meet current needs. A vigorous remodeling program is under way to alleviate this concern; \$12 million has been allocated to the problem during the past five years. In addition, efforts are being made to gain gift support for a new engineering library and additional instructional and faculty support space.

Between 1975 and 1988, the college received a 38 percent increase in real dollars, but this increase was also accompanied by an increase of 56 percent in student enrollments. On a per-student basis, in real dollars, the state appropriation for the College of Engineering has declined by 11 percent or by \$5 million annually in today's terms. The 1975 fiscal year has been generally regarded as a benchmark year for such comparisons. In 1975, 45 percent of the college's expenditures came from state sources, compared with 35 percent in 1988. The FY 1989 state appropriation of \$36.7 million will very likely provide less than one-third of the revenues supporting the college's total expenditures.

The fact that the state budget base has not grown appropriately has placed a heavier demand upon the faculty to increase research-based revenues and college revenues coming from other sources. In several curricula these changes have resulted in larger classes and students' dissatisfaction with their class experiences and degree programs. Recognizing that no immediate relief is in sight from state funding sources and concerned for the quality of students' educational experiences, the college is now preparing a plan to reduce both freshman and transfer admissions to bring resources more in line with the workload.

In summary, the college remains very strong and viable. It is suffering from short-term funding concerns, which it expects to address by reducing student enrollment on a temporary basis. The college's *Annual Report* and its *Directory of Personnel and Programs* provide extensive, additional information about the offerings of the college and its mission. They will be on file

for review by the NCA review team. A thorough review is now being made of undergraduate ABET programs to ensure that they will meet the accreditation levels expected in the 1989 ABET accreditation visit.

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College of Fine and Applied Arts

Undergraduate Students: 1,970 Graduate Students: 794

The College of Fine and Applied Arts prepares men and women for professional careers by offering programs in architecture, art and design, dance, landscape architecture, music, theatre, and urban and regional planning. Both freshmen and transfer students are admitted to these curricula. In each curriculum certain basic courses, professional courses, and general education requirements, including a minimum approved sequence of 6 semester hours each in the humanities, social sciences, and natural sciences, must be completed to qualify for the specific baccalaureate degree offered. For development beyond the undergraduate programs in these areas of study, the departments of the college offer graduate curricula leading to advanced professional degrees through the Graduate College.

For students enrolled in other colleges and schools of the University of Illinois at Urbana-Champaign, the College of Fine and Applied Arts offers introductory courses designed to increase aesthetic appreciation and development and to portray the role of the arts in civilization. Applied music courses are available, as is participation in instrumental or choral ensembles.

To serve the total academic community and all citizens in the state of Illinois, the college features the arts through exhibitions, concerts, lectures, performances, demonstrations, and conferences in the areas of architecture, art, dance, landscape architecture, music, theatre, and urban and regional planning. Many outstanding professionals and works in these fields are brought to the campus.

In its educational programs, the School of Art and Design receives assistance from the Krannert Art Museum, which is an all-campus facility assigned to this college. The Krannert Art Museum exhibits works from its extensive collections, which date from ancient Egypt to the present. In addition, the museum schedules a full program of changing exhibitions. These bring to the campus a wide variety of historic and contemporary works of art.

The School of Music, the Department of Theatre, and the Department of Dance are supported in their educational programs through the facility and the staff of the Krannert Center for the Performing Arts—another all-campus facility that is assigned to the College of Fine and Applied Arts. The Krannert Center for the Performing Arts, completed in 1969, provides remarkable facilities for orchestra, opera, choral organization, theatre, and dance. The Great Hall, seating 2,200, is designed for large-scale musical events. The Festival Theatre, with 1,000 seats, is for opera and other musical stage productions. The Playhouse seats 700 and is the home of the University Theatre. The Studio Theatre, seating 150, is for experimental productions. An outdoor amphitheater, rehearsal rooms, offices, dressing rooms, technical rooms, and underground parking on two levels for 650 cars complete this monumental facility. The major donors of the center were Mr. and Mrs. Herman C. Krannert of Indianapolis.

The Japan House is a small facility that provides a setting for the teaching of Japanese aesthetics through the practice and study of the traditional fine and performing arts of Japan. The programs conducted there are described in Chapter Twelve.

Students in the college have at their disposal outstanding library resources. In addition to the general library, one of this country's great university collections, there are specialized libraries serving the needs of specific fields:

1. The Ricker Library of Architecture and Art contains more than 70,000 books (with almost another 30,000 in the same fields in the main library), 32,000 photographs, and 9,400 clippings. The slide library contains approximately 200,000 slides.

2. The City Planning and Landscape Architecture Library contains about 20,000 books, with another 55,000 in the general library.
3. The School of Music Library, located in the Music Building, contains approximately 1,000,000 items of introductory, instructive, research, and reference materials, including books, editions of music, recordings, manuscripts, microfilm, and other nonbook materials.

All curricula offered by the college are designed to develop professional competence in the specific area of studies noted on the degree. A qualified student who has specific professional goals that are not met by the curricular offerings of the college may request an individual program of studies selected from courses offered by the University. Such a program must include the basic courses prerequisite for advanced study, requirements of the University for graduation, general education sequences and requirements of the college, and professional course work that will ensure the competence expected for the particular degree.

In recent years the college has been able to purchase new drafting tables for the School of Architecture and for the foundation year in the School of Art and Design, but it has a long list of unmet equipment needs. The Krannert Center for the Performing Arts is now reaching an age when its sound, lighting, and other systems need to be replaced. Funds must be identified soon to keep this facility functioning as it should.

Computers and microcomputers are now being used widely in the college. They are available not only to faculty for research purposes but also to students who are learning many applications that they can carry with them to the workplace upon graduation.

The Visual Resources Laboratory, which was established in the last decade, is operated by the School of Art and Design and provides students and faculty an opportunity to use a broad array of modern image-making equipment. The laboratory is a unique service facility that serves a valuable purpose.

All of the schools and departments within the college hold accreditation from their respective disciplinary associations except for theatre, which will be undergoing accreditation review this academic year. The field of theatre has just begun the process of accreditation within the last few years. Each of the accredited units within the college received very supportive reviews from its particular association.

The most pressing problems that have been noted in past accreditation reviews have been the problems of quality space for several of the programs—in particular art and design, landscape architecture, urban and regional planning, and to some extent dance. The campus administration has responded to these problems by providing several new minor buildings in the past five years:

1. Glassblowing laboratory building
2. New dance studio, which began operation in the fall of 1988
3. Teaching laboratory building for landscape architecture, which also was completed late in the summer of 1988
4. Addition to the dance studio, which will be used on a temporary basis by urban and regional planning and will later be transferred to dance
5. Major new addition to the Krannert Art Museum, which will be completed in FY 1989 and was funded by gift and Kresge Foundation funds
6. Small but new building for the Department of Urban and Regional Planning

Plans are now under way for remodeling the old campus motor pool, the old agricultural engineering building, and the forest science laboratory—all concentrated within easy walking distance of the Fine Arts Building—for programs of the School of Art and Design.

In the summer of 1988 the college received a gift of \$1 million to begin plans for a new building to include the Departments of Architecture, Landscape Architecture, and Urban and Regional Planning, and their libraries. A major fund-raising campaign is being mounted to pay for at least a major portion of this complex.

Additional attention must still be given to the space needs of the School of Art and Design. It is the unit with the most serious space problems in the college at the present time.

In summary, the schools and departments in this college are delivering a quality professional-based education to their students, both at the undergraduate and graduate levels. The units have received laudatory recognition from their accrediting agencies. Many are recognized as being among the very best in the country. Apart from the problems of space, the other needs and problems in the college are of the same genre as those besetting the entire campus.

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Graduate College

Graduate Students: 24

Among its other functions, the Graduate College also serves as the home for the Department of Atmospheric Sciences (DAS).

DAS was established as a degree-granting unit within the Graduate College in 1981. Its primary educational mission is to provide graduate training leading to the degrees of Master of Science and Doctor of Philosophy in the field of atmospheric sciences. There are typically 24 graduate students enrolled in the department. They are evenly divided in the M.S. and Ph.D. programs. The department has also taken upon itself an additional function of offering several undergraduate courses on various aspects of weather processes as a service for all students on campus. The department has a relatively small number of faculty members, consisting of 8.5 FTE on state funds and an additional 1.5 FTE on research contracts and joint appointments.

The department was evaluated by the Council on Program Evaluation (COPE) in 1986. COPE solicited comments from the department heads of a number of peer programs and found that DAS is rated consistently as "a program of very high quality, with a strong faculty and excellent record of research productivity." According to those peer responses, it was ranked in the top five to ten programs in atmospheric sciences in the country.

Since COPE completed the evaluation, the department has moved into a new, modest, wood-frame building exclusively dedicated to the teaching and research of atmospheric sciences. It provides adequate quality space to the department at the moment. A major unresolved issue for DAS is to relocate itself from the Graduate College to an appropriate and hospitable, permanent administrative home in a disciplinary college. Resolution of this issue will serve the continued development and advancement of the department on campus.

The department places very high priority on the quality of its computer system, for it is the single most important facility supporting its research. The department therefore allocates a considerable portion of its very limited operating fund for the annual upkeep and upgrading of its computer system.

The goal of DAS is to establish recognition by peer programs as one of the top three graduate programs of atmospheric sciences in the nation. To do so, it will build on the current strengths of the department and the unique resources at UIUC, including the availability of the supercomputers. There are four major areas of research in the department:

1. Climate change and dynamics
2. Large-scale atmospheric dynamics and numerical weather prediction
3. Severe storm analysis and modeling
4. Cloud microphysics

DAS strives to achieve preeminence in one or more of these areas.

Institute of Labor and Industrial Relations

Graduate Students: 90

The Institute of Labor and Industrial Relations (ILIR) conducts the following major programs:

1. On-campus research and graduate degree programs
2. Labor education program (LEP)
3. Management education program (MEP)

Faculty members have their major responsibilities in one of these three programs. Many of the faculty in the on-campus research and graduate degree programs have joint appointments in other departments, including economics, business administration, sociology, and psychology.

The degree programs offered include the A.M. in labor and industrial relations, the Ph.D. in labor and industrial relations, and the joint J.D./A.M. in labor and industrial relations (with the College of Law). Noncredit classes, institutes, schools, and conferences are offered by the LEP to trade union leaders and activists and by the MEP to industrial relations managers.

The accomplishments and changes of the past ten years are numerous. Several examples are listed here:

1. Maintenance of a high quality faculty despite a high proportion of faculty retirements in the past five years
2. Change from 12-month to 9-month contracts for most on-campus (as opposed to extension) faculty to offset budget cuts

3. Increased use of ad hoc instructors drawn from the practitioner community to teach special seminars from time to time
4. Redirection of the curriculum, with increased emphasis on human resources management as compared with union-management relations
5. Transformation of the Management Education Program to a fee-for-service orientation to offset budget cuts
6. Development of a certificate program for training state industrial relations managers through the MEP
7. Gradual increase in graduate student enrollment, from about 60 graduate students ten years ago to 90 for the fall 1988 semester
8. A strong placement record for both A.M. and Ph.D. students
9. Leadership role in the Industrial Relations Council on GOALS, a consortium of 10 graduate industrial relations programs to increase the representation of minorities in ILIR graduate programs
10. Through a joint effort with IBM Corporation, establishment in August 1988 of the most technologically advanced personal computer classroom in existence for the enhancement of instructional and research programs
11. Increasing level of private support from alumni, corporations, and trade unions

The major assets of the institute are its outstanding faculty and support personnel, excellent facilities (*all* ILIR activities, with the exception of those undertaken by a satellite staff and office in Chicago for Chicago unions, are housed in one building constructed in 1962), an excellent library (also housed in the same building), an excellent student body, and supportive alumni. Although there are no published rankings of programs in this area, it is generally accepted that the UIUC Industrial Relations Program would be ranked among the top two or three in the country by the professionals in the field.

The institute's plans and goals for the future center on building and enhancing the activities and programs that have already been enumerated. High priority will be given to recruiting faculty (especially in the human resources management area), strengthening the curriculum in human resources management, recruiting students (especially minorities and Ph.D. candidates), enhancing financial aid for students (especially

minorities), expanding computer use in teaching and research, and raising funds. Increased resources will be the key element.

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College of Law

Professional Students: 589 Graduate Students: 31

The College of Law was established in 1897. It is a member of the Association of American Law Schools and is officially accredited by the American Bar Association, which conducts reinspections of the college every seven years. The last reinspection occurred in 1983, and the next is scheduled for 1989-1990. A story in the *ABA Journal* of June 1, 1988, ranked Illinois alphabetically within the top twenty-two "so-called prestige law schools." The other schools were California at Berkeley, California at Los Angeles, Chicago, Columbia, Cornell, Duke, Georgetown, George Washington, Harvard, Michigan, Minnesota, NYU, Northwestern, Pennsylvania, Southern Cal, Stanford, Texas, Vanderbilt, Virginia, Wisconsin, and Yale.

The college offers the Juris Doctor (J.D.) degree as the first professional degree in law. The course of study for this degree extends over three years and requires a minimum of 90 credit hours. The first-year curriculum is mandatory for all students, as are courses in constitutional law and in professional ethics during the second and third years. A substantial research project and a writing project are also required in the two final years. Students may select the remaining courses from a wide variety of electives. In recent years the curriculum has been expanded to provide instruction and research opportunities in

important new areas such as international trade law, foreign and comparative law, law and medicine, environmental law, legal issues of employment discrimination, and American Indian law.

The emphasis on allowing students to structure a course of study that relates law to other disciplines and other societal concerns is also evident in the numerous joint degree opportunities that the college offers in collaboration with other academic units on campus. Thus students may pursue joint programs leading to the J.D. degree and an M.D., Master of Accounting Science (M.A.S.), Master of Arts in Labor and Industrial Relations (M.A.L.I.R.), Master of Arts in Public Administration (M.A.P.A.), Master of Business Administration (M.B.A.), Master of Arts (M.A.) (in education), Master of Education (M.Ed.), Ph.D. (in education), or Master of Arts in Urban Planning (M.U.P.).

The College of Law also offers courses of study leading to the degrees of Master of Laws (LL.M.), Master of Comparative Law (M.C.L.), and Doctor of the Science of Law (J.S.D.). The graduate program is one of the larger ones in the United States. Some 30 students from the United States and around the world pursue graduate degrees in any given year. In the main, however, the graduate program is attended by young lawyers from foreign countries who wish to pursue further study of their specialty in a comparative perspective. As part of its graduate program, the college maintains one of the very few formal programs with the People's Republic of China. Funded by the People's Republic, as well as by law firms and private enterprises in the United States, the program annually brings two to five Chinese government officials to the college for a year's study of American law, followed by an internship of several months with an American law firm.

The Chinese program grew out of the extensive international programs that the College of Law has offered since 1974. In that year, a first program in American law for Latin American government attorneys was offered at the college. Successive programs were held at the college as well as at several Latin American locations by invitation of the respective governments. The Latin American programs also resulted in a new curricular offering dealing with Latin American business transactions, offered at the college in collaboration with Latin American adjunct professors. Further activities of the Office of Graduate and International Studies included the sponsorship of international symposia, resulting in publications on the Latin American debt crisis as well as on the various U.S. international banking acts.

The curriculum and the research of the faculty continue to address those areas necessary for the skilled practice of law and for the development of legal doctrine. The college is mindful of new societal needs for which the legal system must provide answers. Thus faculty members are now engaged in research on the legal issues of biotechnology and of new medical developments; in both areas their research becomes available to students in the form of seminar offerings.

The college has 34 full-time faculty members. In addition, it appoints 7 visiting instructors annually to provide intensive instruction in legal writing and research. Practicing attorneys and sitting judges hold appointments as lecturers in the college and, together with law faculty, conduct the school's Trial Advocacy Program. That program, pioneered at Illinois more than twenty years ago, has won national recognition in the form of the Emil Gumpert Award of the American College of Trial Lawyers.

Faculty research and student study and research are supported by a library that now ranks sixth in the United States in the number of separate titles and approximately twelfth in the total number of volumes. The library also includes a computer facility that makes computer-assisted instruction and word processing available to law students.

Illinois law graduates find employment in private practice, corporate law offices, government agencies, nonprofit organizations, teaching, and the military. Recent statistics show that close to 97 percent of those graduates responding to the annual questionnaire have found employment in law within one year of graduation. A large number of Illinois graduates seek employment in Chicago; however, significant numbers now also go to Washington, D.C., Atlanta, Florida, Texas, and the Southwest generally. Of those taking the Illinois Bar examination, 95 to 98 percent have traditionally passed it on the first attempt.

The college receives financial support from its alumni and from other private sources. Thus alumni have established five named professorships. They have also established other unrestricted gifts such as scholarship funds and provide more than \$250,000 annually in restricted funds.

At considerable expense, primarily from private funds, the college has provided personal computers for all faculty members to aid them in preparing manuscripts and computer-assisted teaching materials. The college has also helped to equip a room in the basement of the library with computers

and printers for student use. The room itself was built entirely from the law school's own funds.

The physical facilities of the college have been inadequate for a number of years. It is no longer able to give office space to retired faculty or to visiting scholars. There is insufficient instructional space for additional seminars or workshop-type courses. The Trial Advocacy Program is limited by the lack of additional courtroom space. The only student lounge is a small, dark room in the basement of the Law Building, and the library—one of the finest in the country—now must store books off-site for lack of space. The college has launched a capital campaign in 1988-1989 to raise funds for library renovation, for additional office and instructional space, and for student commons space. It is the hope of the college that compact shelving will be made available by the University so that the library can alleviate the book-space problem.

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College of Liberal Arts and Sciences

Undergraduate Students: 12,479 Graduate Students: 2,341

As articulated by the LAS Executive Committee in 1982, the college has three missions: scholarly inquiry and generation of knowledge, preparation of individuals for an array of careers and professions, and development of an intellectual base for an educated citizenry—usually described as providing a "liberal education." While the first two missions are shared in varying degrees with professional schools and other colleges, the latter is primarily the responsibility of a college of liberal arts and sciences. Fulfillment of that responsibility calls for a diversified college uniquely valuable in contributing to the development of broadly educated individuals characterized by habits of open inquiry, critical thinking, effective communication, and responsiveness to the needs of individuals and the society.

While there can be no single definition of a liberal education, certain features are universally accepted. Liberally educated people have a knowledge of the richness of their basic cultural heritage; competency in addressing questions across a broad spectrum of areas using appropriate modes of inquiry; disciplined and refined thought processes; and a background in such fields as foreign language, literature, natural science,

mathematics, social-behavioral sciences, and other cultures. They also have excellent ability in oral and written communication and an understanding and awareness of themselves as individuals and participants in a large world. While liberally educated individuals will develop a depth of understanding in at least one specialized area of knowledge, that understanding is enriched by a broad exposure to the basic areas of human knowledge. The educational process is characterized by exploration, analysis, evaluation, and integration; the development of perspective, understanding, appreciation and valuing. There is an emphasis upon what is ultimately worthwhile, not simply what may be immediately useful. Ideally a liberal education develops a compassionate human being, one who is characterized by the capacity and desire for continued learning and intellectual growth.

The College of Liberal Arts and Sciences thus becomes the intellectual core of the University. Its faculty interact with faculty from all professional colleges; it contributes to the educational development of students in other colleges within the University.

The college offers 72 bachelor's programs (not including the forthcoming program in statistics and computer science), 58 master's programs (without the forthcoming programs in religious studies and African studies), and 37 doctoral programs. The college also offers joint degree programs with the College of Engineering (five-year B.A.-LAS/B.S.-Engineering degree) and with the College of Commerce and Business Administration (five-year program leading to the B.A. or B.S. in LAS, and the M.B.A. or M.A.S. in Commerce).

LAS is necessarily diverse. It provides cognate and elective work for undergraduate and graduate students from the entire campus. It serves all undergraduate students on the campus with a full range of general education courses in the natural, social, and behavioral sciences, mathematics, foreign languages, speech communication and rhetoric, and the humanities. The first two years of instruction for the College of Communication, the School of Social Work, and for many of the allied health professions are also an LAS responsibility. In the fall of 1987 LAS instruction totaled 261,211 instructional units; 43 percent of the undergraduate instruction in LAS served undergraduates from other colleges, and 19.5 percent of the graduate instruction was for graduate students majoring outside the college.

The college in fall 1987 had 1,515 FTE academic staff members, including 845 FTE academic and administrative staff and 670 FTE graduate assistants. The actual number of individuals in

the teaching and research programs, however, is far larger than these numbers might suggest: for example, 2,898 individuals are represented by the academic staff figure of 1,515 FTE.

The ongoing articulation of the goals and mission of the college is particularly reflected in organizational and curricular developments in the last decade. Establishing new academic units, for example, and revising current curricula reflect both the creation of new knowledge and the refinement of existing disciplines. New instructional units in LAS include the Department of Cell and Structural Biology, the Department of Statistics, and the Women's Study Program; a new research unit is the South and West Asian Studies Program. The former Asian Studies Center has been reconstituted as the Center for East Asian and Pacific Studies. Administrative reorganization has involved the dissolution of the School of Social Sciences and the School of Humanities, with departments in these areas reporting directly to the dean; the humanities departments retain several common programs and affiliation with each other through the Humanities Council. New baccalaureate programs have been created in speech and hearing science and in statistics (currently pending before the IBHE); new master's programs in applied mathematics, African studies, and religious studies (the latter two now before the Board of Trustees); and new options in existing undergraduate majors in Hebrew, commercial studies in German, anatomical sciences, and operations research and computation in mathematics. Former baccalaureate programs have been discontinued in speech and hearing science and in human resources and family studies (now available through the College of Agriculture).

Major curricular changes in LAS document the effort to broaden and strengthen the base of liberal education. The college adopted new general education requirements which, although still a distribution system, are now more focused on identified areas of study. Students take ten courses in at least eight different areas, including non-Western cultures and tradition. Majors in every humanities department, moreover, are expected to take a two-semester sequence in Western civilization (via history or comparative literature). LAS has also adopted a change from fields of concentration to majors (which include courses in and outside the major department), with optional formal minors that give the students guidance for what is expected of coherent study in the discipline. The advanced hours requirement has been revised so that it now may be met only with courses that require prior knowledge in the discipline or exceptional depth from the students.

Individual majors have been revised for clearer focus. Several units, for example, have instituted a core of departmental courses for all majoring students (English, mathematics, religious studies). Several now specify that majors take appropriate courses in certain areas within the discipline or in related disciplines (Asian studies, mathematics and computer science, LAS finance, Latin American studies, psychology, and religious studies). The "open menu" major of the previous era has been discarded. Some of the sciences, moreover, have been concerned about increasing the laboratory experiences of their undergraduate majors (the life sciences and psychology). At the moment, several units are planning curriculum changes; two examples (among others) are the life sciences plan to introduce genetics into the freshman year and the plan being considered by LAS, the College of Education, and the Urbana Council on Teacher Education to revise teacher education to five-year programs with a bachelor's degree in LAS and a fifth year in education. (This would affect fifteen undergraduate curricula). Other instructional changes being planned affect large numbers of students: for example, life sciences changes in genetics and neurobiology (2,000 students) and mathematics changes in the teaching of calculus (200 students).

Within the wide range of faculty hiring and replacement, much of which mirrors developing and changing emphases within disciplines, the planning statements of several units reflect research or instructional areas especially to be strengthened. Faculty hiring is particularly targeted, for example, in the field of biotechnology in biochemistry and in cell biology for the life sciences. Building on recent work in computer analysis of student writing, the English department plans to hire research faculty in rhetoric and writing. Geology has recently added ten new faculty members, strengthening curricula in geophysics, geochemistry, mineralogy, and hydrogeology.

The college's units are assigned 905,000 square feet of the total 3,356,000 available to academic units on the campus. This space extends through 46 buildings, with the greatest portion in 25 major buildings. Ten of those 25 are modern buildings (built since World War II); virtually all of the remainder have been partly remodeled or are scheduled for remodeling in the near future. New buildings for two units, moreover, are at the top of the construction priority list. Funds are being requested next year for a new life sciences research laboratory at an estimated cost of \$29 million. The following year, the first priority new building is a chemical sciences research laboratory at an estimated cost of \$26.5 million. The Beckman Institute will also indirectly benefit several LAS units by providing research space for some existing faculty.

While these plans for the future are encouraging, several disciplines in LAS remain in old, cramped, inadequate facilities waiting for sufficient funding to remodel existing space or to provide new buildings. There are no guarantees that additional state funds will be available for capital projects in FY 1990.

When new areas of research are developed and when new tenure-track faculty are involved, problems of inadequate research equipment can occur, because substantial resources are needed for rapid start-up in order to move a researcher into competitive position for external funding. Two such cases are the upgrading of facilities for astronomy faculty and the establishment of an x-ray crystallography laboratory in physiology and biophysics. In the humanities and social sciences, the wide use of personal computers and the advent of word processing on mainframe computers have greatly facilitated scholarly activity, and here lies one of the campus's recent success stories. The humanities, for example, recently used temporary discretionary funds to purchase more than 100 personal computers with numerous printers and peripheral equipment and then became the recipient of another 120 Macintosh computers, also with numerous printers, modems, and software packages through a gift-purchase plan with the Apple Corporation. The result was that, in a period of about three years, this group of thirteen departments and 260 FTE faculty members, went from about 5 machines and low faculty computer familiarity to more than 200 personal computers, a shared minicomputer network, an ongoing instructional program with consultation available for individual projects, and generally high computer use and knowledge by humanities faculty and graduate students.

The campus system of providing research support to faculty through the Research Board works well for LAS units. Some research equipment and facilities are also available through the National Center for Supercomputing Applications and the Beckman Institute.

Equipment for instructional purposes (exclusive of laboratory equipment) is adequate in most cases. The availability and use of personal computers, A-V equipment, and so forth for instruction has increased markedly over the past several years. LAS academic units have acquired instructional equipment through nonrecurring funds requests to the campus, computer fee usage proposals, project EXCEL, and other industrial grants (e.g., the English department proposal to AT&T in the area of writing). One of the most exciting examples of new instructional equipment is in the Language Learning Labora-

tory (LLL), a large PLATO-audio-TV teaching center chiefly for foreign languages, but used for other subjects as well. The LLL has recently added a full microcomputer lab for classes, a second audio lab, a satellite tracking dish, and extensive video recording and editing equipment to bring foreign videocassetts from Latin America, francophone Canada, and the Soviet Union directly into the foreign language classrooms.

The downside of the equipment situation, however, is apparent in many of the bench sciences, where the adequacy of laboratory equipment for teaching is often not equal to the adequacy of equipment for research. Perhaps the most important reason for this is the cost of modern equipment relative to the level of available campus support. External funding for undergraduate laboratory equipment, moreover, is limited and is more competitive than for research equipment. Large research-oriented universities such as UIUC have no competitive advantage for this funding. Without sufficient campus nonrecurring funds, therefore, it has been difficult for units to maintain high quality undergraduate laboratories. This is especially apparent in such fields as chemistry and the life sciences, where hands-on experience with state-of-the-art equipment is an essential component of undergraduate training.

The program of advancement in LAS began formally in 1982-1983; its main aspects include communications, constituency relations, and fund raising. The objectives are to enhance communication with the college's various constituencies, especially the alumni, to renew their interest in liberal arts and sciences education, and to cultivate their loyalty and support. At present, more than 76,000 people receive the *LAS Newsletter*, tens of thousands have learned more about the college through electronic media; important members of the constituency including legislators, alumni, and friends are aware of the college's educational goals; and finally, private gift support has increased dramatically over the past six years. In addition to the college and various departmental newsletters and contacts that keep alumni updated on LAS growth and developments, constituent activities have included continuing education conferences on liberal arts topics, special topical programs off-campus and particularly aimed at alumni groups around Chicago, an annual awards banquet, and social activities such as tent parties on football weekends. Members of the student governing board, the LAS Council, are included in all LAS functions and fund-raising activities; this enables alumni to interact with students and to learn firsthand about student life and academic programs. The fund-raising component of the advancement program has matured in the past three years and provides a solid basis for an expanded effort, including a major

capital funds campaign over the next five years. From 1982 to 1988, the total gifts to the Annual Development Fund have increased 336 percent, from 2,063 to 8,990, and membership in the Dean's Club (donations of \$100 or more annually) has grown 319 percent, from 421 to 1,766; in FY 1988 total private support to the college was \$5.3 million.

Besides the many LAS units that underwent COPE reviews in the past ten years, many were reviewed by external agencies for accreditation purposes: biochemistry, chemistry, chemical engineering, psychology (clinical psychology division), and speech and hearing science. All of these units received full accreditation or were approved.

The teaching and research quality of the departments in LAS is clear from such evidence as national rankings and individual faculty honors. Several internationally distinguished scholars have joined the faculty in recent years. The presence in LAS of several major professional journals further demonstrates the leadership of the departments in their own disciplines. In addition to traditional research and instructional support, the intellectual life of the college is enhanced by programs that promote continued faculty development and learning.

Various national rankings include many LAS units among their top ten peers: chemistry; chemical engineering; anthropology; geography; political science; French; German; Spanish, Italian, and Portuguese; speech communication; plant biology; and microbiology. English and mathematics are just below the top ten but are still very strong in the context of large disciplines. Certainly many of the units for which there are no recent national rankings are also among the best in the country, for instance, psychology, classics, philosophy, and Slavic languages and literature.

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The Graduate School of Library and Information Science
Graduate Students: 179

The Graduate School of Library and Information Science (GSLIS) offers the master's and Ph.D. degrees plus a Certificate of Advanced Study. It also offers an undergraduate minor.

The goal of the master's program is to graduate beginning librarians and information scientists qualified to pursue successful careers of professional work in all types of libraries, information centers, and related settings. The program has the following objectives:

1. To equip students with theories and practices of library and information science through the study of social and historical foundations, the substantive knowledge (body of principles, information, and ideas) of the discipline, and the status and expectations of the profession
2. To encourage commitment to high standards of practice, conduct, responsibility, and service
3. To enable graduates to anticipate social and technological changes that affect the profession and to help bring about and promote changes that advance the profession
4. To prepare and encourage graduates to evaluate continuously the effectiveness of services, raise performance levels of these services, and develop new services in relation to identified needs

The master's program of GSLIS is accredited by the Committee on Accreditation of the American Library Association. The program was reaccredited in 1982. The school is currently conducting a self-study in anticipation of the regularly scheduled visit for reaccreditation in 1988-1989.

The doctoral program is research oriented and designed to prepare outstanding scholars in library and information science. Graduates work as high level administrators in research libraries and as teaching and research faculty in graduate degree programs.

The mission of the school is carried out not only through the research, teaching, and professional service of its faculty, but also through two ancillary activities, each unique in U.S. library and information science education. The Library Research Center carries out a variety of grant and contract work, including an annual contract with the Illinois State

Library. The publications office publishes the quarterly journal *Library Trends*, two monographs, and five occasional papers per year.

Major accomplishments during the past two years include the following:

1. Increased research productivity of the faculty, particularly in the area of information science
2. Installation of a local computer network (supported by three minicomputers), which is used for administrative, faculty, and student computing, and is supplemented by 8 CD-ROM workstations
3. Initiation of planned development activities, including an annual fund drive and external support for the Downs Intellectual Freedom Award and the annual alumni reception at which it is awarded
4. Improved marketing and budgeting for two annual, school-sponsored conferences, each of which has been well attended and self-supporting for the past three years
5. Expanded relationships with other units on campus through such activities as a colloquium sponsored jointly with the Office for Information Management (College of Commerce), exploration of possible joint programs with faculty in the College of Commerce, and discussions about potential research projects with the National Center for Supercomputing Applications
6. Acquisition of newly remodeled offices and related facilities. The School moved from its old headquarters in the main library to the fourth floor of David Kinley Hall, which is just across the street to the south of the library.

That the Graduate School of Library and Information Science is currently strong is evidenced by its premier national rankings (ranked as number one in most studies), its success in recruiting excellent new faculty members, and the quality of students admitted to the program. The national demand for librarians to work in both traditional library settings and in the information industry has increased the quality of applicants, and the demand for the program and has led to excellent placement opportunities for the graduates. Strong support from alumni and the professional community is indicated by the level of annual giving (now up to \$21,000 per year) and by the number of gifts the school receives from publishers and vendors of library and information science materials.

Among the school's goals for the future are the following:

1. To expand interdisciplinary work with other University programs
2. To increase the number of minority students and students with an interest in public librarianship by offering the master's program at a site in Chicago. The proposed program has received University approval, but has yet to receive site approval from the Illinois Board of Higher Education
3. To broaden the funding base of the Library Research Center to decrease dependence on the state contract and to expand the types of research carried out
4. To enhance relationships with alumni, business and industry by hiring a full-time director of research and development

Growth in the number of faculty and in research contracts has resulted in significant problems in space. These problems have been recognized by the campus, and an additional 700 square feet adjacent to the school's offices will be assigned to the school when the current occupants move out in the spring of 1989. This will meet current needs, but will not be adequate if goals for increased research activity are to be met in the next five years.

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College of Medicine

Professional Students: 209

The College of Medicine at Urbana-Champaign is one of four regional sites of the College of Medicine of the University of Illinois. The instructional and research programs of the College of Medicine at Urbana-Champaign are fully integrated with the Urbana-Champaign campus. The college has nine clinical departments and four shared basic sciences departments, which are administratively linked to the Urbana-Champaign campus.

The college's accreditation status was reviewed in November 1987 by the Liaison Committee on Medical Education. The report of the site survey team resulted in the college being fully accredited through 1994-1995.

The planned enrollment is 125 students in the first-year medical program. Of the 125 students who begin study at UIUC, 25 continue at Urbana-Champaign in the clinical years, years two to four. The other 100 students continue their medical education at either the Peoria or the Rockford regional site. While the planned enrollment for the college is 200 students, the official enrollment varies as a result of the registration patterns of students in the Medical Scholars Program. There were 209 students officially registered in the medical curriculum in the fall 1988-1989. In addition, 47 Medical Scholars Program students were in a graduate studies phase of their program. The total number of students studying for the M.D. degree during the fall 1988-1989 was 256.

The unique feature of the college is its Medical Scholars Program, which is a dual-degree program for students seeking the M.D. degree and a second degree, usually the Ph.D., in an academic discipline or professional field. In cooperation with the Graduate College, the College of Medicine inaugurated the program in 1978 to meet the growing need for academic physicians skilled in research methodology and prepared to lead the nation's health care system into the twenty-first century. The Urbana-Champaign campus is an ideal location for this unique program because of the superior quality of its graduate departments and professional schools. Thus the attraction of the Medical Scholars Program is that of a small, four-year medical school, devoted almost exclusively to the education of physician-scholars, imbedded in the campus of a leading research university. This combination makes the program competitive for the best students in the country.

At the beginning of the 1988 academic year, 115 students were enrolled in the Medical Scholars Program, making it the largest program of its kind. Thirty students have graduated from the program since 1981. Students take approximately seven years to complete the requirements for both the M.D. and the Ph.D.

One strength of the Medical Scholars Program is that students can choose to carry out their graduate-professional work in any department or other academic unit on the Urbana-Champaign campus so long as they can justify the relationship of the discipline to medicine. Thus students in the program

are enrolled not only in the biomedical sciences such as biochemistry and microbiology, but also in areas of science that are not traditionally available for combined study by medical students, such as physics, engineering, biophysics, computer science, nutritional science, and chemistry. Students are also enrolled in the social and behavioral sciences, the humanities, and law—areas that are increasingly recognized as pivotal in the understanding of the health care system in the United States, but which are not available in most combined-degree programs. In all, Medical Scholars students are enrolled in 40 academic and professional departments and programs.

The presence of a medical school on the Urbana-Champaign campus is a positive influence on research programs being carried out not only in a number of departments, but also in interdisciplinary centers and programs. Collaborative research programs in biotechnology, bioengineering, nutritional science, magnetic resonance, neural and behavioral biology, and other areas are under way. The College of Medicine faculty members and students are directly involved in the spheres of interest in the Beckman Institute—neurosciences and psychology, biophysics, and computer science-artificial intelligence. The clinical resources of the college provide important research opportunities that would not otherwise be available.

Faculty members of the college continually review the appropriateness of the curriculum. Those faculty members who are responsible for basic science instruction review their curriculum in cooperation with practicing physicians to be sure that the instructional program is geared to the needs of medical students. The clinical faculty members have developed a flexible curriculum that has been designed to accommodate the educational needs of students in the Medical Scholars Program. Graduate studies are integrated with the medical curriculum throughout the clinical years.

A major change was made in the first-year program appraisal system in 1988-1989 to allow for early detection of students who are experiencing academic difficulty. The first-year program has implemented the use of more interim progress examinations, which contribute to the final grade. Five comprehensive examinations will be administered to students during the first year versus the two end-of-semester examinations previously used. A more extensive examination system will provide to students and faculty more frequent opportunities to assess students' progress in each of the disciplines.

The college adopted a special program for implementation in 1988-1989 that allows a small number of students to spread the

first-year course load over a two-year period. The opportunity to decompress their first-year program will be given to students who demonstrate academic competence, but whose academic background has not prepared them adequately for the medical curriculum.

The College of Medicine at Urbana-Champaign currently offers residency training in internal medicine, a fellowship program in colon and rectal surgery, and a fellowship program in geriatrics. There is an oral and maxillofacial surgery residency program offered by Carle Foundation Hospital, which is a major affiliate teaching hospital. Additionally, surgical residents participate in clinical rotations at the Danville Veterans Administration Medical Center, which is also a major affiliate teaching hospital. The further development of residency programs and experiences is a primary goal for the college. Planning and development have already gone into a family practice residency program and discussions have been initiated for residents from other college sites to participate in clinical rotations in Urbana-Champaign. Short-term rotations in psychiatry, pediatrics, and obstetrics and gynecology will most likely be developed over the next several years.

The college enjoys a unique environment in which to conduct medical education. The vast resources of the Urbana-Champaign campus with its high quality faculty are available to the college's programs. Those resources coupled with the medical facilities and practicing physician faculty in the Urbana-Champaign community and at the Danville Veteran's Administration Medical Center provide students with a quality medical training.

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School of Social Work

Undergraduate Students: 58 Graduate Students: 174

The School of Social Work offers degree programs that lead to the Bachelor of Social Work (B.S.W.), which prepares students for the beginning level of practice; Master of Social Work (M.S.W.), which prepares students for advanced practice; and Doctor of Philosophy in social work (Ph.D.), which prepares students for research, teaching, and policy analysis. The B.S.W. and M.S.W. programs are accredited by the Council on Social Work Education (CSWE).

The mission of the school is to improve the adequacy, effectiveness, and efficiency of health and welfare services for populations in greatest need, particularly those vulnerable to the effects of social change, such as the poor and the elderly. The school strives to generate and to strengthen available resources, to anticipate the consequences of future change, to devise new methods of organized response in the health and welfare system, and to develop and disseminate new professional knowledge and skills. The school carries out this mission with a faculty of 24 FTE.

During the past ten years the number of international students in the doctoral program has steadily increased. This coupled with the current dean's strong international background has led to a broadening of the focus of the school. The perspective on social welfare issues has come to transcend national boundaries, and cross-cultural aspects of these issues are now included in many of the courses offered by the school.

This broadening of perspective has been demonstrated in several activities of the past two years:

1. Locating the Inter-University Consortium for International Social Development in the school with opportunities for international educational contacts
2. Supporting an international symposium on peace and development through joint sponsorship by the school and the University of Gothenburg Department of Social Work in Sweden
3. Collaborating with the European Center for Social Training and Research in an international seminar held in Helsinki
4. Working cooperatively with several Asian schools of social work to develop joint programs, faculty-student exchange programs, and cooperative exchanges for symposia and research

A significant development in the M.S.W. program over the past several years has been the addition of "specializations." The master's degree provides specialized study for advanced social work practice. Master's candidates take foundation and advanced course work in the areas of social work methods, organization and services, research, human behavior and the social environment, and field instruction.

There are four areas of specialization: health care, child welfare, school social work, and community mental health. In addition, students with an interest in gerontology or substance

abuse may follow that special interest by selecting courses from the health care or community mental health curriculum that meet their interests. In each of these specializations, the student's curriculum selections may emphasize direct or indirect practice. The direct service tract focuses on working with families, individuals, groups, and communities. The indirect service tract emphasizes management, planning, policy development and analysis, and administration.

Undergraduate courses in social work have been offered since 1945. The B.S.W. program was restructured in 1981 with a more pronounced emphasis on the liberal arts as a means of providing depth and breadth to the program of study. Selected social science courses were added as requirements. B.S.W. students complete a minimum of 53 hours in the liberal arts. All combine to provide a solid foundation for the students.

Another development over the past decade has been the Combined Campus and Community Based M.S.W. Program. This program has been in operation since 1977 and has been highly successful. The program is designed for persons employed in human service agencies who are interested in obtaining an M.S.W. degree.

This program is offered in two different geographical locations in the state each year; site selection is based upon local interest and professional need. Six academic courses are offered in the student's community during an academic year and two summers. When the student completes the off-campus courses, two semesters and a summer are required as a full-time student. During the first semester of the full-time phase, advanced course work is completed on campus. This is followed by a 29-week field placement and concurrent on-campus seminars. Curriculum, faculty, and admissions requirements are the same as for students who begin the program on campus.

The future goals of the school include innovative research, research-based teaching, and public service in the following areas:

1. International/cross-cultural social policy, social services, and social work education
2. Interdisciplinary collaboration
3. A more anticipatory practice stance in responding to key social issues such as AIDS, the homeless, child protection, substance abuse, and family violence

Each year the School of Social Work enters into an agreement with 55 to 60 social service agencies throughout the state of Illinois and elsewhere to provide field instruction settings for B.S.W. and M.S.W. students. These agreements include a signed contract, which specifies the nature of the educational experience to be provided. In addition, the school collaborates with local and state chapters of the National Association of Social Work in the provision of symposia, conferences, and seminars.

Outside funding is low (\$150,000 to \$300,000 annually), and the permanent state funds budget (\$1.1 million) is insufficient to meet normal operating expenses. The school needs an increase in the permanent state fund base to add stability to the program's resource levels. Additional monies are needed to support faculty development activities and professional travel. A future goal is to establish a visiting faculty position. The number of student assistantships has been limited by the cumulative effect of past budget cuts. Additional student support funds are needed to recruit the best qualified students.

Fund-raising efforts have improved over the past several years. Initially, contacts and solicitation of alumni consisted solely of two newsletters annually. More recently, the school has been actively involved in telemarketing campaigns. Over the past three years, alumni contributions have almost doubled, increasing from \$4,747 in 1985 to more than \$8,000 in 1988.

The school is accommodated in an old apartment building that has been remodeled to provide offices, four classrooms, space for support staff, plus lounges. A computer lab is located in the basement. When necessary, the University provides additional classroom space in other buildings nearby. Additionally, the school's Special Projects Office center is housed in an old remodeled house near the school's main facility.

As mentioned in the CSWE accreditation report of 1987, the physical facilities are barely adequate for the achievement of the program's objectives. However, short-term repairs, including the painting and repair of walls and windows, have improved the interior appearance of the building. More extensive work is needed to prevent water leakage into the basement computer lab, to modernize restrooms, and to upgrade interior hallways. Other public areas such as classrooms are in need of renovation to serve instructional needs more appropriately.

The school has developed a program statement for the design and construction of a new building, but to date, funding has not been identified for the project.

The school's programs were fully accredited in 1980 by the Commission of the Council on Social Work Education. This accreditation status was reaffirmed in February of 1987.

The faculty are well known throughout the country for their teaching and research contributions to the advancement of the profession. Among the more than 90 schools of social work in the nation, the University of Illinois School of Social Work at Urbana ranks consistently among the top two or three schools. Its faculty is usually number one in terms of productivity as measured by articles published by faculty members.

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College of Veterinary Medicine

Professional Students: 319 Graduate Students: 85

The College of Veterinary Medicine was established in 1944 and graduated its first class in 1952. One of 28 veterinary colleges nationally, it is the only source of veterinary education in Illinois.

The college provides a four-year curriculum leading to the D.V.M. degree. A large percentage of each class of 80 students holds a B.S. degree upon entrance into the professional program. Approximately 80 percent of each graduating class enters private practice. The remaining 20 percent enter graduate programs, work with federal and state agencies or with industrial firms, or accept other salaried positions. For the past several years, each graduating class of 75 to 80 students has had between 600 and 750 employment opportunities to select from at the time of graduation.

Significant societal changes are occurring that are and will continue to demand curricular changes for the college. Major shifts in food animal production systems are demanding training programs with greater emphasis on the development of management, preventive medicine, herd health, and consultive skills for the college's students. Requirements for greater specialization in companion animal, food animal, and diagnostic areas are also driving requirements of redevelopment of new and revised courses and programs.

During the past year the college has had a task force reviewing the curriculum and the way it is presented. In FY 1989 it will move into the strategic planning phase, which will be supported from a grant under the Pew National Veterinary Education Program, Pew Charitable Trusts.

The college has an active graduate program leading to M.S. and Ph.D. degrees. The Departments of Veterinary Biosciences and Veterinary Pathobiology offer both M.S. and Ph.D. degrees in many of the biological basic science disciplines. The Department of Veterinary Clinical Medicine offers an M.S. degree. All of its clinical residency training programs are coupled with the receipt of an M.S. degree. At the present time the college has 85 graduate students. This number has increased from an average of about 45 students over the past ten years. Toxicology, pathology, epidemiology, physiology, pharmacology, and molecular biology currently have the largest numbers of graduate students.

Research efforts as measured by extramural fund expenditures have increased steadily over the past ten years. In FY 1978, expenditures by college faculty in support of research activities were \$1.3 million. In FY 1988 that level had grown to \$6.5 million. The number of tenured or tenure-track faculty has grown approximately 10 percent during that same period.

Diagnostic laboratory services have also been expanded during the past ten years. As the college added new facilities, it was able to include a full service animal disease diagnostic laboratory as part of that expansion. This program has also been fully incorporated into the college's professional and graduate teaching programs where appropriate. A Toxicology Hotline and computerized toxicology database, a program that operates at the national level, has been developed as a part of the diagnostic laboratory program.

The college was given the continuing classification of full accreditation following the 1984 visit of a review team of the American Veterinary Medical Association. Its research programs received national recognition and high praise from the review team of the Cooperative States Research System, which visited the college recently.

There are no recent national rankings of veterinary colleges or their respective departments. The college currently ranks fifth or sixth nationally in annual research expenditures among the 28 U.S. veterinary colleges. This provides a crude estimate of its research ranking among veterinary colleges. It also

compares favorably with other science-oriented colleges at UIUC in the generation of extramural grant funds earned per faculty FTE.

Formal fund-raising activities did not get their start in the college until January 1987. In FY1988 the college realized \$480,555 in gifts, not including more than \$500,000 in endowments or a gift of \$1 million in equipment, for a \$150,000 cash outlay, from the Whittaker Corporation. The latter gift was shared with the Beckman Institute.

The college realizes significant funding from pharmaceutical and biologic firms in a broad array of research areas. Faculty members have also developed interactions with selected agribusiness firms to provide specific training experiences for graduate students enrolled in programs for training veterinarians to serve as management and animal health consultants for the swine industry. The National Animal Poison Control Center has established a series of industrial affiliate relationships with firms that use the college's Toxicology Hotline and computerized toxicology database. The college has also developed a close working relationship with the Illinois State Veterinary Medical Association and the six regional Illinois Veterinary Associations. Formal relationships are in place with the Illinois Department of Agriculture and Illinois Department of Professional Regulation. Collaborative relationships have also been developed with a number of the food animal and companion animal associations.

The college is actively participating in a number of interdisciplinary, campuswide research programs. Those in which it has the greatest involvement include immunology, biomedical engineering, oncology, reproductive physiology, nutrition, toxicology, and biotechnology.

A new small animal clinic was constructed in 1972. A new large animal clinic was added in 1976, and a basic sciences building (VMBSB) was completed in 1983. Additional farm-type support facilities were constructed on the Veterinary Research Farm from 1980 to 1984. Unfinished space was completed in the VMBSB (20,000 net assignable square feet) in 1987 to house the college's laboratory animal care program. An additional 5,000 square feet of laboratory and office space will be completed during FY 1989 in an unfinished portion of the building. These facilities are excellent; however, the college has a major deficiency in the lack of isolation facilities for food animals to support research on diseases of food animals.

The college generally has adequate research equipment, but is experiencing problems with its teaching equipment. The college does not have an effective equipment replacement fund and is beginning to experience significant problems in the teaching hospital because of obsolete and worn-out equipment. This is beginning to have a negative effect on teaching and to some extent research programs. It is particularly difficult to replace large, expensive pieces of equipment in the teaching hospital.

The college has experienced moderate growth in its operational budget up until the last two years. During the last two years, the college has participated in campuswide tax and reallocation programs that have resulted in the loss of approximately six FTE faculty positions, the elimination of a construction program needed to upgrade laboratory animal facilities, and a restoration of general operating funds. This has resulted in the plateauing of programs throughout the college. Both salary increases and operating fund increases at significant levels are required if the college is going to maintain and, in some instances, gain programmatic excellence. The next few years will be a very critical period for the college.

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College of Veterinary Medicine Comparative Data. University of Illinois at Urbana-Champaign. 1988.

Opportunities in Veterinary Medicine. University of Illinois at Urbana-Champaign. 1988.

B. OTHER ACADEMIC UNITS

This section will deal with those other major academic units that provide instruction but do not grant degrees.

Institute for Environmental Studies

The mission of the Institute for Environmental Studies (IES) is to develop a broad program of research, education, and public service relating to the physical, biological, and social environment and to human interactions with that environment. Emphasis is placed upon the development of broad interdisciplinary programs and upon the encouragement of participation by faculty members from other campus academic units.

The institute was established in 1972 with provisional approval from the Illinois Board of Higher Education. Final approval for the institute was granted in 1975. Initially, the concern of the institute was in the area of heavy metals. Since that time, the research program has expanded considerably, both in terms of the environmental problems considered and the number of disciplines involved; new courses have been developed; and activity in the public service component has been expanded.

The institute is organized as an academic unit at the college level, directly under the vice chancellor for academic affairs. The Water Resources Center, with its own director, has traditionally been its only formal subunit. On July 1, 1987, the newly established Office of Solid Waste Research also became a subunit of the institute. Within the research and teaching components, there are several programmatic elements, which necessarily overlap to a certain extent and which broadly delineated are as follows: environmental management-social science, environmental toxicology-mutagenesis, and environmental chemistry and biology. At the graduate level the institute coordinates the Interdisciplinary Program in Environmental Toxicology, which involves faculty and attracts students from a number of departments on campus.

During the past ten years, the institute has continued to grow and mature. Its major accomplishments are listed below:

1. Expansion of the institute's core faculty and range of disciplines represented. In the last ten years the institute has increased significantly in size from 13 faculty (7.8 FTE) to 23 faculty (12.22 FTE). Additional disciplinary strengths represented include environmental psychology, environmental economics, ecology, biochemistry, environmental chemistry, and epidemiology-biostatistics.
2. Establishment of important new programs of research and graduate education, particularly those in environmental mutagenesis-carcinogenesis, environmental toxicology, and solid waste research.
3. Growing scholarly recognition of the faculty and the institute's respected role on this campus. The faculty are represented on three major campus committees—the Committee on Campus Priorities, the Promotion and Tenure Committee, and the Executive Committee of the Graduate College—as well as on numerous national committees and editorial boards of scientific journals. Two of the faculty members have been selected as University Scholars.

4. Development of newly remodeled research and office space. The state has provided \$3.5 million to remodel space in the old Veterinary Medicine Building for IES. This will finally make it possible to gather all components of the program into good, contiguous space. In addition, the remodeling budget includes approximately \$500,000 for the purchase of equipment. This will make it possible for IES to upgrade its scientific instrumentation to an appropriate level.
5. Assumption of new program responsibility for the research component of the Sea Grant Program by the institute's Water Resources Center.
6. Expansion of interdisciplinary outreach and involvement with other departments. There are at present 16 faculty members from other campus academic units who have been appointed as institute affiliates and are actively participating in some aspect of institute programs. Students from more than a dozen departments work with the institute's faculty, and the Environmental Toxicology Scholars Program now involves students and faculty advisors from the School of Life Sciences and from the Colleges of Medicine, Veterinary Medicine, and Engineering.
7. Increased faculty activity in seeking outside funds. Research has tended to be conducted in smaller, more numerous, individual projects, rather than through two or three large umbrella grants, as in the earlier days of the institute's history. To a greater degree than ever before, the faculty members have been active in research for state agencies as a direct response to research needs of the state. These agencies include the Department of Energy and Natural Resources, the Department of Conservation, the Illinois Environmental Protection Agency, the Hazardous Waste Research and Information Center, the Center for Research on Sulfur in Coal, and the Soil Conservation Service. Participation in competitive research funding from national agencies has continued to improve after a decrease in the early 1980s caused by federal budgetary cutbacks. Research is currently funded by the U.S. Geological Survey, the U.S. Department of Agriculture, the National Science Foundation, the U.S. Department of Energy, the U.S. Forest Service, the U.S. Air Force Office of Scientific Research, and the National Institute of Environmental Health Sciences.

The institute is not subject to traditional disciplinary-based reviews. However, it was evaluated by the Council on

Program Evaluation (COPE) last year. COPE determined that IES is a strong interdisciplinary program of substantial standing among its peers (among the top 6 to 12 such programs in the country).

The Water Resources Center, by virtue of its Title 104 funding, was reviewed by a U.S. Geological Survey team. The review took place in February 1986; the Illinois center received a highly favorable review.

IES has adopted the following objectives as it looks to the future:

1. Improvement of its national standing to recognition as one of the top five institutes in the country.
2. Establishment of a long-range planning process that will chart this course and include consideration of establishing a degree program in environmental studies. Implicit in such a process is periodic evaluation of teaching, research, and service activities of the unit with respect to its campus mission.
3. Expansion of the interdisciplinary program in environmental toxicology in accordance with the original plan.
4. Further integration of laboratory science and social science efforts within the institute.
5. Continued excellence in environmental science as faculty members mature and achieve national and international scholarly recognition.
6. Expansion of the Office of Solid Waste Research model to water-related research and building of a statewide research capability through the solid waste grant program.
7. Continued assistance to state units through strong research efforts and expert advice when needed.
8. Improvement of opportunities for creative, spontaneous interaction among the interdisciplinary faculty and research groups by finally consolidating the IES in a single facility. This has been an objective since the inception of IES in 1972. This original design of the institute will be accomplished within the next two years.

References

Institute for Environmental Studies. University of Illinois at Urbana-Champaign. August 1982.

Report of Activities, 1986-1987. University of Illinois at Urbana-Champaign. 1988.

Institute of Aviation

Undergraduate Students: 203

The Institute of Aviation is organized to accomplish its assigned mission, which includes instruction, research, and public service—a mission common to all educational units on the campus.

The institute is organized into six functioning departments that report to the director of the institute. The institute manages the Staff Air Transportation Service (SATS), which provides air transportation for the Urbana-Champaign campus and the general University. The institute also operates a major commercial airport that serves a large part of central Illinois as well as the local community, University, Chanute Air Force Base, and the general aviation public. Because of the institute's broad mission, its director is responsible to the vice chancellor for academic affairs for its instructional, research, and public service programs and to the vice chancellor for administrative affairs for the commercial airport operations.

The Airport Operations Department is responsible for airport management, the operation and maintenance of the airport and educational facilities, security and crash-fire-rescue functions, line service, hangar rental, and parking concession. The line service provides refueling and aircraft ground movement and storage and other ground service functions for the institute's pilot training aircraft, the SATS aircraft, commercial aviation, and general aviation.

The Aircraft Maintenance Technology Department operates an aircraft maintenance instructional program leading to certification in the airframe, powerplant, and combined airframe and powerplant (A & P) areas. The program is a three-year curriculum approved by the Federal Aviation Administration (FAA). The courses include both technical and general education content. Upon successful completion of the curriculum, students receive a certificate of completion from the institute, and the FAA awards the A & P mechanic certificate upon successful completion of the certification exams. The maintenance technology program was evaluated and approved by the Department of Adult Vocation and Technical Education, representing the Illinois State Board of Education in the spring of 1982.

The Pilot Training Department manages the three-year professional pilot program, which combines aviation and

general education courses. Upon successful completion of this program, the student is awarded a certificate by the institute and transfers to another college to complete the baccalaureate degree. The advanced flight courses in this curriculum lead to certification as a commercial pilot with instrument rating, certification as a flight instructor, and multiengine certification. All flight courses include a ground school and a flight period and are UIUC credit courses.

The principal academic program at the institute is a combined program involving both the Pilot Training and the Aircraft Maintenance Technology Departments. Students enroll in a combined curriculum involving flight and maintenance training. The program leads to a certificate of graduation from the institute, commercial pilot certification with instrument rating, and the mechanics certificate with airframe and powerplant ratings. The educational philosophy of the institute is to prepare young men and women for a career in aviation by providing them the opportunity to gain technical knowledge and flying skills combined with a broad-based education.

The Institute of Aviation Research Laboratory (ARL) is organized and equipped to engage in research in a number of interdisciplinary areas related to aircraft flight operations, flight training, simulation, human factors engineering, and aviation education technology. These include visual perception, workload, man-machine interaction, mental models, visual attention, human operator in complex systems, decision making, perceptual-motor skills, display design, selective and divided attention, human-computer interface, and computer-assisted instruction. During the past eight years major research collaboration has occurred with the Colleges of Engineering, Agriculture, Education, and Liberal Arts and Sciences. ARL has an interest in and joint use of a research facility—the Engineering Psychology Laboratory—with the Department of Psychology and the Department of Mechanical and Industrial Engineering. These three units have developed an engineering psychology program with joint appointment of personnel and joint research efforts.

During the past eight years the Pilot Training Department has substantially increased the use of flight simulators and has developed an accelerated instrument training program that provides high quality flight training at a lower cost. Pilot training instructional staff and students have a greater involvement in research as a result of the increased efforts in building up the ARL.

The institute has made substantial progress during the last eight years in upgrading its training aircraft. By purchasing used, low-time aircraft, it substantially reduced the average age of the pilot training primary training aircraft—21 Beechcraft Sports, 19 of which were acquired in 1975. All of the 21 primary training aircraft have been refurbished; they are in the best condition in several years. In addition, full Instrument Flight Rules (IFR) radio and navigation packages have been installed in the majority of the aircraft. Three light twin-engine aircraft and one additional complex single-engine aircraft have been acquired recently.

The student flight fee provides funding for the operation of the pilot training flight program, including operating and maintaining the aircraft. The fee also provides for aircraft replacement. During the past eight years the institute has built up the replacement reserve to refurbish the fleet.

It is important to note that, in addition to normal University academic standards, the institute's academic programs are subject to FAA regulations. One of the most significant is the regulation that requires 1,900 hours of instruction within the aircraft maintenance technology curriculum. Records must certify that this minimum time has been met and that the curriculum has been reviewed and approved by the FAA. Any change to the approved curriculum, including student activities, evaluation, and even the equipment to be used in the instruction, must be approved by the FAA.

In 1985 the Council on Program Evaluation contacted ten peer aviation programs and asked that they rank the UIUC institute. The Institute of Aviation was ranked in the top five nationally by two of seven peer institutions and between sixth and tenth nationally by four of seven. However, since 1985 many improvements have been made in the institute's facilities, aircraft, and research. It is very probable that the institute would be ranked even higher by its peers today.

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Professional Pilot Curriculum. University of Illinois at Urbana-Champaign. 1988.

C. SUMMER SESSION

UIUC operates on the semester system. The fall semester for 1988 began with registration on August 22 and ended on December 17, the last day of final examinations. The spring semester will begin with registration on January 18, 1989, and will end on May 19. Instruction for the intersession will begin on May 22 and will end three weeks later on June 9. The eight-week summer session will begin with registration on June 8 and will continue through August 5. A few departments conduct either intensive courses lasting from four to six weeks or special twelve-week programs. The Colleges of Law and Veterinary Medicine have their own calendars, which vary somewhat from the standard University calendar, but they too have two semesters and offer instruction during the summer.

The summer session budget is administered by the associate vice chancellor for academic affairs, who also serves as the director of Continuing Education and Public Services. The colleges are provided with summer budgets each year to support their summer offerings. Historical instructional unit and staffing data are used to determine the level of funding to be provided to each unit.

The summer session budget has suffered in the past decade for several reasons:

1. A number of the colleges elected to reduce their summer session offerings rather than make budget reductions to other portions of their operations. The campus administration, faced with mandatory cuts in some years, permitted colleges to realize reductions (to a limited extent) in this fashion.
2. In periods of financial stringency, the campus administration sometimes reduced or eliminated the increment on the summer budget so that it did not reflect the average annual percentage increases provided for faculty salaries in the regular operating budget.

Summer session budget totals for the past ten years are listed below:

Year	Budget
1979	\$1,923,557
1980	1,917,657
1981	1,977,657
1982	1,817,302
1983	1,883,264
1984	1,883,264
1985	1,883,264
1986	1,883,264
1987	1,912,532
1988	1,912,532

As a result of these actions, colleges and departments on the whole have been forced to hire fewer faculty members and teaching assistants for the summer and to hire faculty members with the lower salaries (largely those at the assistant professor level). Thus units now have less flexibility in hiring the faculty they might want, and it is more difficult to accommodate all of the faculty members who want to teach in the summer session.

Naturally the breadth of the summer school course offerings has been reduced in response to the factors already mentioned. This fact, coupled with the less than ideal climate and setting of Urbana-Champaign, has led to a slow but gradual reduction in summer school enrollment. Summer session enrollment data are presented in Table 9.

Table 9. Summer Session Enrollment Data, 1979 to 1988

Year	Undergraduate	Graduate	Professional	Total
1979	4,468	5,395	216	10,079
1980	5,089	5,261	222	10,572
1981	5,075	5,386	216	10,677
1982	4,828	5,200	206	10,234
1983	4,704	5,215	202	10,121
1984	4,446	5,089	176	9,711
1985	4,181	5,011	148	9,340
1986	4,136	5,193	166	9,495
1987	4,260	5,250	156	9,666
1988	4,155	4,703	159	9,017

References

Summer Session and Intersession Timetable, 1988. University of Illinois at Urbana-Champaign. Spring 1988.

D. INTERSESSION

A number of departments offer intersession courses during a three-week period between the end of the spring semester and the summer session. Those eligible to attend include all students enrolled the preceding semester, all new students admitted to the summer session by mid-May, all students eligible to register in the following summer session, and all students who successfully completed the intersession the previous year.

Registration is held during the last week in April. Undergraduate students need the approval of their college dean to enroll in intersession courses. Approval of an advisor is also required. Graduate students need their advisor's approval to enroll.

The intersession was instituted in 1978, and the course offerings are still quite limited, as those for 1988 show:

1. Geography of International Conflicts
2. Topics in English and American Literature
3. Geography of the USSR
4. Health Care Delivery in the United States and the United Kingdom (travel study course to England and Scotland)
5. Storytelling
6. History of Libraries
7. Municipal Government
8. The Lawyer in American Society

The courses, in the main, meet for three hours per day, five days per week.

Tuition and fee schedules for both the summer session and the intersession are included in the *Summer Session and Intersession Timetable, 1988*, which will be provided to the NCA team members.

References

Summer Session and Intersession Timetable, 1988. University of Illinois at Urbana-Champaign. Spring 1988.

E. CONCLUSION

During the past ten years there has been a great deal of self-study and change within the academic units of UIUC. Curricula have been altered. New areas of study have been added.

More attention has been given to undergraduate education and to improving and supporting minority student enrollment. Efforts to recruit excellent students have increased in many colleges. Scholarship support for students has been increased and is being administered through some very innovative programs.

Enrollments in some areas have been reduced to bring resources more nearly into balance with workload. Although UIUC has experienced some difficult financial problems during the past several years, and even though expectations regarding state operating and capital funding for the immediate future remain gloomy, the units are still managing for the most part to accomplish in an exemplary manner the missions they have established.

Units report that, although their state funds are insufficient, their outside research funding has increased considerably. Although the rate of increase seems to be slowing somewhat at present, forecasts for FY 1990 still remain fairly optimistic.

Relatively new efforts at raising private gift funds are beginning to pay off. Many of the academic units report that their fund-raising structure is now in order and that they are ready to begin all-out campaigns for capital and other projects.

Tuition increases have helped to relieve the pain experienced when new general revenue funds from the state were not forthcoming. There is still some room for further increases in tuition, and the University will continue to seek support for a tax increase to bolster state resources to provide the level of funding it will need to meet its obligations and to make the same sort of progress it has achieved in the past ten years. At the same time, the Priorities Task Force will be reviewing all operations on campus in an attempt to "downsize" while strengthening those areas selected for emphasis and improvement, including faculty and staff salaries.

UIUC degree programs have continued to be accredited by the accrediting agencies related to them. External reviews by many research-related agencies such as CSRS, NSF, DOD, and NIH have also been extremely favorable, as is evidenced in the large increases in outside funding for research. COPE has continued to promote internal reviews of all academic units. It would appear that the combination of self-study and internal and external evaluation has helped UIUC units to remain strong. Excellence is evidenced in the many national rankings referred to by units in this chapter.

There is little doubt that at this time UIUC is able to achieve its mission with the resources available; however, it is recognized that excellence is a fragile commodity. The state of Illinois must respond positively to the University's request for additional resources in the decade to come if existing excellence is to be maintained.

All academic units are paying considerable attention to increasing their minority student enrollment and to helping those students succeed at UIUC. Their efforts, along with those at the campus level, hold considerable promise for the future.

As tuition has increased, units have worked diligently to increase endowment funds that provide regular income for scholarship and fellowship aid. Some units have experienced major successes in such efforts.

UIUC degree programs continue to be reviewed on an orderly five-year basis by the Council on Program Evaluation. Many also have undergone the scrutiny of the Advisory Committee on Campus Priorities. External reviews have been conducted by a number of accrediting agencies and by many research-related agencies. These reviews assure that UIUC continues to meet the needs of its students and society in a responsible fashion.

CHAPTER EIGHT

Academic Support Services and Programs

The academic support services and programs described in this chapter are seen as having a major impact on undergraduate education at UIUC.

A. INSTRUCTIONAL AND MANAGEMENT SERVICES

The Office of Instructional and Management Services (IMS) is a campuswide unit reporting to the vice chancellor for academic affairs. Established in 1985, this office involves a restructuring of two previous offices that had a long history of serving the UIUC campus community. The Office of Instructional Resources was established in 1964 to assist faculty and graduate student instructors in improving their instruction, and the Office of Administrative Studies was created from the Bureau of Institutional Research to provide data and analytical studies on faculty and staff activities and to determine program costs for campus administrators to use in management and policy making.

The dual major goals of IMS are to promote effective instruction and to maximize the effective use of information about faculty and administrative and academic units. Its functions include the following:

1. Providing technical assistance and support to faculty and staff on the improvement of teaching skills, testing and evaluation, technology, and teaching assistant training
2. Providing consultation on data availability and its management and appropriate use, and improving the communication of data among administrators
3. Advocating and promoting instructional and curricular development and the importance of excellence in teaching within the University community
4. Sponsoring and seeking out funding sources for grant and award programs to support projects of instructional and curriculum development

IMS staff also serves in an advisory role to the Office of the Vice Chancellor for Academic Affairs in administration of the four campus awards programs for improving instruction: the Summer Undergraduate Instructional Awards, the Urbana-Champaign Awards for Excellence in Undergraduate Teaching, the Oakley Award for Innovation in Instruction, and the Instructional Equipment Program.

Since the goal of IMS is to provide service, IMS staff members work closely in partnership with faculty and administrators to meet their informational needs and to promote excellence in instruction. IMS also actively encourages faculty members with excellent teaching skills to assist other faculty members and teaching assistants to improve their competence as teachers-scholars. To increase the involvement of faculty in IMS activities, an IMS Advisory Committee was established in 1987. In addition, a departmental representatives program was developed in 1987 whereby a faculty member is designated to serve as a liaison between the department and IMS.

The four IMS divisions are Instructional Development, Measurement and Evaluation, Management Information, and Instructional Media and Technology. A brief description of each division follows.

Division of Instructional Development (DID)

At the request of and in cooperation with colleges, academic units, and course coordinators, IMS designs and implements teaching improvement activities for both faculty and teaching assistants at UIUC. These activities include workshops, one-on-one tutoring, publications on improving instruction, videotaping of and consultative feedback on actual classroom teaching, early student feedback and end-of-semester evaluations on classroom instruction, and classroom visitation. In 1978 DID staff members had training and monitoring programs for teaching assistants in about 10 departments on the UIUC campus. The staff also offered one-on-one extensive consultation to 8 faculty. By the spring of 1988 with only a small increase in staff, the training and monitoring programs involved 28 departments. Additional improvement components for assistants include early feedback and student evaluation of teaching. Additionally, 26 faculty were served on an individual consultation basis, with more than 300 faculty being served at 10 separate workshops and symposia, cosponsored with three colleges and various academic departments.

In an effort to reach more instructors, a monograph series (Illini Instructor Series) has been introduced. In the last two years, six of these monographs have been written and published. More than 3,500 copies have been circulated on this campus and others.

A second new service, established in 1986, provides consultative assistance on computer technology as applied to teaching

and learning. At this time, 20 individual faculty members have been assisted and 10 faculty members have been served via workshops.

The DID philosophy for increasing campus contacts in the future is to be more proactive than in the past. IMS will search for additional funds—possibly from campus colleges or academic units to accommodate increased usage—and to develop programs to use staff differently, for example, by hiring graduate assistants for fall orientation, videotapings, and playback consultation.

DID staff members serve as consultants on education policy committees for colleges and academic units such as Veterinary Medicine, Agriculture, Landscape Architecture, and Fine and Applied Arts. Curriculum and course evaluation and development services are also provided by IMS staff.

DID also cooperates with the Department of English as an International Language in a joint program to assess and improve the oral English proficiency and instructional skills of faculty members and teaching assistants for whom English is *not* a native language. Assessment of oral proficiency and instructional activities takes place every semester; 300 assessments were made in the summer of 1988. A week-long orientation program for international students who will be teaching for the first time is part of the program. Monitoring the progress of teaching assistants who teach in the first semester is also an activity of this program. In the 1987-1988 school year, more than 100 UIUC instructors participated in this program.

Division of Measurement and Evaluation

IMS examination services provide instructors with scoring and analysis of classroom tests. Last year approximately 260 instructors requested scoring for more than 275,000 classroom exams. The Division of Measurement and Evaluation conducted several departmental workshops on testing and evaluation topics, as well as provided individual consultation to faculty.

Student evaluations of teaching are collected through the Instructor and Course Evaluation System (ICES). Instructors are able to select from a catalog of more than 400 items to evaluate their courses. Graduate assistants are required to use ICES forms. Last year instructors in 9,300 class sections (approximately 75 percent of all course sections) were evaluated by students using ICES forms.

Since 1985, ICES usage has increased approximately 38 percent in the number of class sections evaluated, from 6,717 sections to 9,279. Two reasons can be cited for this growth. First, beginning in 1986, all assistant professors were required to administer ICES student-rating forms. Second, the Colleges of Engineering and Law discontinued use of their college evaluation forms and adopted ICES in 1986.

ICES was recently modified to accommodate the requests of the Student Government Association. Beginning in 1987, faculty could voluntarily include on their ICES forms six additional evaluation items. Each semester student responses to the six items are published in a Student Government Association booklet, *Outlook*, but only with the consent of the faculty members involved.

The division is also responsible for the campus placement and proficiency testing of incoming freshmen. Approximately 13,000 exams were administered for course placement into math, chemistry, and foreign languages. Additionally, more than 5,500 writing samples (for rhetoric placement or proficiency) were administered and graded in cooperation with the English Department.

Upon request of the Office of the Vice Chancellor for Academic Affairs, IMS staff conducted evaluations of several large-scale campus programs. The major purpose of each of the evaluations was to provide an objective and independent review of these relatively new programs. Evaluations were completed for four academic support programs, including the Educational Opportunity Affiliate Program (EOAP); the Transition Program, which includes the Summer Bridge Program; the President's Award Program (PAP); and the new Campus Honors Program.

Since 1981, IMS has annually conducted a survey of faculty members voluntarily resigning from UIUC to accept a position at another institution. The purpose of the annual survey is to establish a longitudinal information base regarding the number of faculty departures and reasons for leaving.

Several IMS staff members serve on a number of campus committees dealing with the effective use of computer technology in the classroom and in the residence halls. These committees include the Computer Fair Committee, the Hypermedia Lab Steering Committee, and the Housing Computer Steering Committee.

Division of Instructional Media and Technology

The general mission of the Division of Instructional Media and Technology is to assist faculty in effectively using media to facilitate instruction and to enhance learning. Because the quality of instruction in large classrooms has a significant impact on large numbers of undergraduates, IMS is working with other offices to improve older facilities. Last year, major upgrades for media were achieved in eight facilities used for large classes with a total seating capacity of 9,000.

The staff provides more than 3,000 hours per year of consultation for design, specification, construction, and repair of media systems, and on direct instructional media operations to faculty from nearly all departments. The eight Instructional Facility Centers located throughout the campus make more than 5,000 equipment loans and rentals annually. Media equipment is placed and maintained in 37 large lecture rooms and is used 15,000 hours annually by instructors.

Last year, more than 350 faculty members, representing 137 departments or units, completed 813 projects for 394 different courses in production of audio tapes, graphics, and still photography. In television, 252 production or work orders were completed for 70 faculty members in 52 departments. These included 384 actual class hours by 8 instructors in 8 different courses offered for credit by Continuing Education Engineering.

Division of Management Information

Staff members in this unit produce a number of standard and ad hoc reports that describe the teaching efforts on campus. These reports are distributed to campus, college, and department offices each semester.

Each year the *Campus Profile*, a ten-year summary of key statistics for each department on campus, is updated and circulated. The numbers of instructional units (credit hours) taught during the academic year and during the summer terms are listed for each department and college. Ratios of academic staff levels to instructional units and state budget to instructional units are shown on the report, allowing departments to examine trends in their teaching loads over the past decade.

The division is currently working with the Division of Instructional Development to produce an instructional profile of each department on campus, with greater detail about the types and number of courses offered, the patterns of use of instructors versus teaching assistants, the number of non-native English instructors used, and several other indicators.

Other reports produced upon request for campus, college, and department include instructor teaching loads, cost of instruction, faculty head counts and FTE, student-faculty ratios, and faculty salaries. Downloads of information from the administrative computer are provided to departments that lack the ability to access the data themselves.

A major responsibility of the Division of Management Information is to collect the data needed for the *Cost Study*, which is required by the Illinois Board of Higher Education. Activity information for each academic employee on campus is collected from the departments to determine the time and dollars spent on instructional activities. The cost of teaching each course and the average cost of educating students in each curriculum are sent to the IBHE.

Two additional IMS activities that deserve mention are the Lilly Endowment Teaching Fellows Program and placement and proficiency testing.

Lilly Endowment Teaching Fellows Program

In the fall of 1987 UIUC began its participation in the Lilly Endowment Teaching Fellows Program. Because of a generous grant from the Lilly Endowment, a number of eligible UIUC faculty members are able to compete for funds to enable them to devote a portion of their time to activities related to instructional and course development and/or to research on teaching. To be eligible, they must be tenure-track assistant professors at UIUC, with no more than five years of teaching experience in higher education as of the end of the 1988-1989 academic year. Fellows will be granted released time (approximately 30 percent) from normal responsibilities during the academic year. The Lilly teaching fellows will spend most of their released time working on their instructional development projects and with their mentors. Group activities will also be an important part of the program. Fellows will meet on a monthly basis during the academic year to discuss the projects of each fellow and to explore, as a group, various issues related to college-level teaching and to academe in general.

Placement and Proficiency Testing

Entering freshmen must participate in the Freshman Placement Testing Program during the spring semester of their senior year in high school. Students select one of five Saturday test dates to take several placement examinations, depending on the curriculum requirements of their college. Two of the five testing sessions are held in Chicago and three are held at UIUC. In 1987 the following placement tests were administered:

Test	Number of students
Chemistry	3,850
Mathematics	
Advanced	5,029
Intermediate	350
Calculus	315
Foreign languages	2,820
Rhetoric	5,554
Total	17,918

Test results are used to place students into appropriate courses or to determine eligibility for taking additional proficiency exams.

With the exception of the rhetoric writing sample, all exams are multiple choice. For rhetoric placement, students write for one-half hour on a given topic. The writing samples are holistically scored by English Department teaching assistants. The two scores are combined with the student's English subtest score of the ACT or the verbal subtest score of the SAT. Credit for Rhetoric 105 (four hours of credit) and exemption from the UIUC rhetoric requirement are awarded on the basis of this combined score.

In 1987 IMS processed more than 4,200 College Board Advanced Placement exam scores. Approximately 2,000 students submitted scores, and 1,553 received more than 15,000 hours of credit at UIUC through this program.

References

IMS. Office of Instructional and Management Services, University of Illinois at Urbana-Champaign. 1988.

"Instructional Resources and Services." *Academic Staff Handbook, 1988-90*. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 1988.

B. COUNCIL ON PROGRAM EVALUATION

The last NCA review at UIUC targeted for review the principal evaluation efforts of the campus, with the primary focus on the Council on Program Evaluation (COPE) and its activities.

The council is a campus committee composed of nine faculty members and four students. It is appointed by the vice chancellor for academic affairs, with the concurrence of the senate, to evaluate all academic units on a cyclical basis. COPE has existed since 1973 and focuses its attention primarily on

assessing program quality. In performing evaluations, the council relies on information contained in student, alumni, and faculty surveys; central data systems; peer rankings; a departmental questionnaire response; and a faculty research summary.

The council is supported by an assistant vice chancellor and two part-time graduate assistants from the Office of the Vice Chancellor for Academic Affairs. COPE evaluation reports are issued to the unit being evaluated, to relevant campus administrators, and in summary form to the Board of Higher Education. The information in these reports has also proved to be very helpful to the Advisory Committee on Campus Priorities in its deliberations.

The evaluation itself is conducted in the self-evaluation mode with the full participation of the departmental faculty and administrators in the unit being evaluated. It is not an intrusive or threatening process and has become accepted widely across the campus. It is now seen primarily as an opportunity for an academic unit to look closely at itself in an organized fashion with the help of faculty members from outside the unit. An effort is made to coordinate these reviews with those conducted periodically by various accrediting agencies.

The General University Policy Committee (GUPC) of the senate monitors the COPE process each year and reports its findings to the senate. In recent years, GUPC has reported that the process is operating smoothly. In fact, it might now be considered routine.

In 1977 the Illinois Board of Higher Education initiated a statewide review program. The IBHE has recognized the COPE process as an acceptable response to academic program evaluation requirements. Each year COPE not only reports to the IBHE on the units evaluated, but it also coordinates its schedule for future reviews with the IBHE. It is ironic that now, even if UIUC wanted to abandon the COPE process, it would have difficulty doing so without some conflict with the IBHE or without replacing the process with yet another similar process.

In the past few years the IBHE has attempted to broaden the statewide review of academic programs to include all administrative units and all research programs. UIUC has resisted such a move very strongly, for to review every research program on the campus on a periodic basis would be a monumental task. In addition, UIUC is the only public institution of higher education in Illinois with a massive

number of research programs. So far, UIUC administrators have been able to convince members of the IBHE staff that such reviews would be burdensome and not worthwhile.

References

Academic Staff Handbook, 1986-88. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 1986.

C. INSTRUCTIONAL AWARDS

Every May the chancellor and the vice chancellor for academic affairs sponsor a special recognition dinner to honor the winners of the various college and departmental teaching awards and of a number of campus teaching awards: the Summer Undergraduate Instructional Awards, the AMOCO Foundation Awards for Undergraduate Instruction, the Urbana-Champaign Campus Awards for Excellence in Undergraduate Teaching, the Oakley Award for Instructional Innovation, the Excellence in Off-Campus Teaching Awards, and the Burlington Northern Foundation Faculty Achievement Awards. At the same event, the Alpha Lambda Delta National Scholastic Honor Society for Freshmen also makes two awards, one to a faculty member and one to a teaching assistant, both of whom are selected as outstanding teachers of freshmen.

Introduced in 1975, the Urbana-Champaign Campus Awards for Excellence in Undergraduate Teaching has served to encourage departments, schools, and colleges to establish annual teaching awards of their own. There are now a large number of these awards. The various campus instructional awards are described below.

The Summer Undergraduate Instructional Awards Program

The Undergraduate Instructional Awards Program is a competitive, campus-level program designed to support faculty in systematic and lasting improvement in the quality of undergraduate teaching. Generally the program is funded on a matching basis, with half of the costs for each proposal being met by the college and/or unit submitting the proposal and the other half by the vice chancellor for academic affairs. Each award provides a full-time salary for two months during the summer (two-ninths of the salary for the academic year). Although a summer salary is not provided for faculty members on twelve-month appointments, additional project costs (expenses, equipment, assistants, wages, and so forth) related to the proposal will be met. Faculty members on nine-month appointments may also request funds to meet such costs. When more than one faculty member is involved in a joint or interdisciplinary project, each faculty member is eligible to receive an award.

To be eligible, all projects submitted must be directly related to the undergraduate teaching process, and in general they must be designed to produce significant results in one summer.

Proposals must represent some innovative approach to education extending beyond activities routinely associated with course work or leading directly to personal profit. This year the campus has focused this program on general education course development.

Proposals are reviewed at the departmental and college levels, ranked, and then forwarded to the vice chancellor for academic affairs, where they are reviewed by a campus-level committee of faculty members and administrators. All faculty members receiving awards are required to submit reports on the summer's work after a period of time allowing for evaluation. These reports are reviewed and ranked at the college level and are then sent to the vice chancellor to compete for two special \$1,500 AMOCO Awards, which are presented to those faculty members whose final projects are judged to be outstanding.

The same campus-level committee that reviewed the applications for the Summer Undergraduate Instructional Awards determines which projects should receive the AMOCO Awards.

Urbana-Champaign Campus Award for Excellence in Undergraduate Teaching

This award is designed to emphasize once again that undergraduate instruction is a function of major importance on the Urbana-Champaign campus. Each year four faculty members and two graduate teaching assistants are recognized for outstanding efforts in undergraduate teaching.

Each award winner receives \$1,000 in cash for personal use. Also, recurring increments of \$1,000 are added to the annual salaries of faculty members, and increments of \$500 are added to the salaries of the graduate assistants who are returning to the campus the following year. Both the faculty members and the returning assistants are awarded \$1,000 that will be added to the departmental budgets to be used at the discretion of the award recipients for the purchase of instructional equipment, library resources, or audiovisual materials that will enrich their instruction for future years.

To be eligible for nomination, the faculty member must hold the rank of instructor or above and must have taught a minimum of one course at the undergraduate level on the Urbana-Champaign campus for at least four full semesters (excluding summers). Graduate teaching assistants who meet

the same qualifications for two full semesters are also eligible. Once a faculty member or graduate teaching assistant has received an award, he or she is not eligible for nomination during the next five-year period. Persons chosen as candidates in previous years but who did not receive awards are eligible for reconsideration.

Nominations may be submitted by students, faculty members, administrators, or alumni to a departmental committee. After the departmental review committee has identified its final candidates, their names are forwarded to the college in priority order. A college committee selects the final candidates and forwards their names in rank order to a campus committee responsible for selecting the six winners. The number of nominees each unit may submit is based roughly on the size of the unit. Every effort is made to involve students in the decision making at each level.

Oakley Award for Innovation in Undergraduate Instruction

New this year, this award provides \$1,000 for the personal use of the faculty member selected to receive it. Selection is made through the excellence program described above, with focus on the candidates' development of novel approaches to instruction.

Excellence in Off-Campus Teaching Award

This award is designed to recognize the special skills and attitudes that outstanding teachers of adult and nontraditional students bring to the off-campus classroom. Two such awards of \$1,000 each are made annually to outstanding faculty members for excellence in off-campus teaching. Each award also provides \$350 to the faculty member's departmental budget for improving off-campus instruction and program development.

To be eligible for nomination, candidates must be regular faculty members at UIUC with the rank of instructor or above and must have taught at least three off-campus credit courses administered by the Division of Extramural Courses since 1980. Once a faculty member has received an award, he or she is not eligible for nomination during the next two-year period. Persons nominated in previous years but who did not receive awards are eligible for reconsideration.

Recommendations for the award may be submitted by current and former extramural students, faculty members, regional program directors, and administrators either to the head of extramural courses or to the appropriate departmental chairperson. Departments may present one nomination per

academic year, accompanied by supporting evidence, for review by the campus committee responsible for selecting the winners.

Burlington Northern Foundation Faculty Achievement Awards

Strictly speaking, these are not instructional awards; however, because instructional excellence is one of the primary criteria required for the awards, they have been included here. These awards are funded by a grant from the Burlington Northern Foundation. The foundation provides three awards of \$3,000 each per year to faculty members judged to have accomplished unusually significant and meritorious achievement in both teaching and research during the current year (defined as the period from January of the previous year to July of the present year).

Faculty members are nominated by their departments and are reviewed and evaluated at the departmental, college, and campus levels in accordance with the following criteria:

1. Unusual effort devoted to ensuring the quality of the students' classroom learning experience
2. Possession of high scholarly standards for both the rigor and currency of course content and for the level of student performance with respect to these standards; available measures of the faculty member's direct impact upon and involvement with students
3. The quality of relevant information or nominations submitted by current and former students, including any teacher evaluation forms
4. The publication (or acceptance) of one or more particularly high quality, original, and scholarly contributions by a nationally recognized and externally refereed professional journal or other professional outlet
5. The potential significance of these contributions to enhancing the effectiveness of the subject content in the classroom

In addition to recognizing excellent instructors through various awards programs, the campus also publishes *An Incomplete List of Teachers Ranked as Excellent by Their Students*. This is a list of teachers who score well above average on rating questionnaires included in the Instructor and Course Evaluation System (ICES). The questionnaires are administered each semester to students in classes and processed by the Office of Instructional and Management Services. The list is

"incomplete" because teacher involvement is optional. Only those instructors who elect to participate and are rated highly by their students are included.

The objective portion of the ICES questionnaire consists of several general items measuring student satisfaction with the course and instructor and up to twenty-three additional items of a more specific nature selected by the instructor from a catalog of items. The forms are student-administered to each class of a participating instructor near the end of each semester. When the forms are completed, the student administrator collects and mails them to the Measurement and Evaluation Division of the Office of Instructional and Management Services for processing. At least five enrolled students must complete a questionnaire for the results to be considered for the *Incomplete List*.

The class responses to the general items are compared with norms derived from a large number of previous questionnaires. Each instructor is assigned a rating, depending on how his or her score compares with those of appropriate subgroups. To be included on the *Incomplete List*, an instructor must have ratings in the upper 30 percent on each of two general items: "Rate the instructor" and "Rate the course in general." The list is published each semester in *The Daily Illini* just before advance enrollment.

References

Burlington Northern Foundation Faculty Achievement Awards Program. Communication No. 8. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 3 October 1988.

Instruction (A Handbook on Instructional Awards and Services). Communication No. 3. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 28 August 1987.

Undergraduate Instructional Awards Program—Summer of 1989. Communication No. 2. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 3 October 1988.

D. OFFICE OF THE OMBUDSMAN

The ombudsman's office has a nineteen-year history at the University of Illinois. Established in 1969, it has been an integral part of the student and campus service element of this University. It is a place where undergraduates in particular can turn for assistance. Always a reflection of the incumbent's style and higher education background and the concerns of the

constituencies, the office activity varies from year to year. During the anti-war and anti-establishment days of the early 1970s, much time was spent in addressing those concerns and the perceived indifference by the University. As those elements of national concern diminished, the complaints began to center on more personal problems. This is true today.

Most of the students find that their area of concern involves themselves and the academic and academic-support world. Grades, living conditions, finances, and employability problems tend to dominate their lives. The ombudsman, serving as an advisor, a counselor, an advocate, an informed source, or a friend, tries to assist students through this artificial world, seeking to ease their progress with a minimum of injury or delay.

The most successful action by the ombudsman is that of listening. Students often complain that no one listens to them, that administrators do not or will not take the time to hear their concerns. Assistant deans have full daily calendars and cannot spend 30 or 40 minutes with a single client with a clearly unsolvable problem. The ombudsman can. Many concerns require no more than a sympathetic ear.

Over the past five years, the ombudsman has received more faculty inquiries. Faculty and staff have financial worries, job-related concerns, demanding supervisors, and personal problems that need attention. The ombudsman serves largely to direct faculty and staff to those units or individuals on the campus that are best suited to deal with their particular problems.

Of all the changes affecting the ombudsman in the past ten years, two deserve mentioning. The first is the problem of sexual harassment. The number of reported cases is relatively low, but the problem is serious when it occurs; thus the amount of attention given to the problem is extremely high. The second change is in the number of requests for advice on or interpretation of campus rules and regulations. Faculty are concerned about what they perceive as overly legalistic rules for handling students, especially in reference to cheating, absences, and grades. This concern is defensive, and perhaps today's litigious society may be hampering some educators.

Over the years, effective working relationships have developed between the Office of the Ombudsman and college offices, student affairs units, and other offices on campus. The ombudsman's office is clearly a place where undergraduates can turn with special problems and needs.

References

Report of the Ombudsman, 1986-88. Office of the Ombudsman, University of Illinois at Urbana-Champaign. 1988.

E. DEVELOPING NEW ADMINISTRATIVE UNITS OF INSTRUCTION, RESEARCH, OR PUBLIC SERVICES, AND NEW DEGREE PROGRAMS, COURSES, AND CURRICULA

The programmatic review on developing the operating budget request has already been described in Chapter Two, section F. In addition, the Office of the Vice Chancellor for Academic Affairs is also primarily responsible for the review process through which all requests for new degree programs and new administrative units (colleges, schools, divisions, institutes, departments, or centers) of instruction, research, and public service must pass. Revisions in existing programs that are not

considered to be "reasonable and moderate extensions" must also pass through this same lengthy and elaborate process, which involves evaluation at the campus, University, and state levels (see Figure 14).

Usually no more than one or two proposals for new degree programs or new campus units are submitted in any given year; the University of Illinois at Urbana-Champaign has a comprehensive set of programs, and most new programs can be instituted under the broad umbrella of units or degree programs that currently exist. The approval process for a new degree program or unit usually takes eighteen months, from the time the proposal leaves the department to the time it is approved or denied by the Illinois Board of Higher Education. An additional twenty-four months might well be required to prepare such a proposal before it enters the program review and approval process shown in Figure 14.

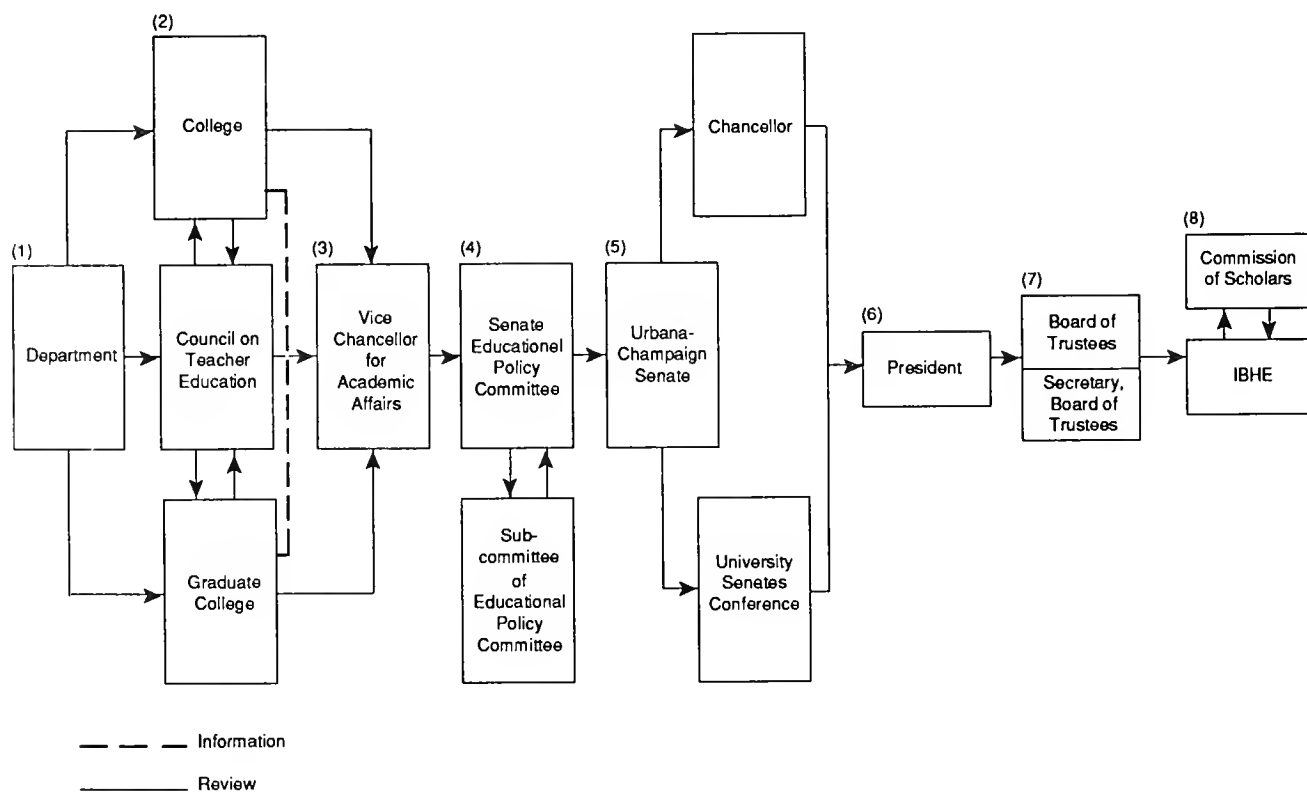


Figure 14. Program review and approval process for new degree programs or new administrative units of instruction, research, or public service.

The following brief notes provide an outline of the program review and approval process:

1. Proposals generally originate in a department.
 - a. Proposals dealing with undergraduate degree programs are submitted to the subject-matter college for approval and then are forwarded to the vice chancellor for academic affairs. Joint degree programs must receive the approval of all colleges concerned.
 - b. Proposals concerned with teacher education programs are prepared by a department and an area subcommittee of the Council on Teacher Education and are submitted to the Urbana-Champaign Council on Teacher Education for approval. They are then submitted for approval to the subject-matter college, to the Graduate College, or to both, depending on whether the program is undergraduate or graduate. The Council on Teacher Education must then approve the proposals and forward them to the vice chancellor for academic affairs.
 - c. Proposals dealing with graduate programs are submitted to the Graduate College for approval and then are forwarded to the vice chancellor.
 - d. In some cases, the subject-matter college may consider and approve graduate program proposals and then submit them to the Graduate College.
2. Proposals are submitted to the vice chancellor for academic affairs from the subject-matter college, the Council on Teacher Education, or the Graduate College.
3. The vice chancellor forwards the proposals to the Urbana-Champaign Senate Committee on Educational Policy, where they are forwarded to appropriate subcommittees.
4. The Educational Policy Committee submits the proposals to the Urbana-Champaign Senate for approval.
5. Proposals then go from the senate to the chancellor and the University Senates Conference for their review and for recommendation to the Office of the President. The Chancellor's Office ensures that the proposal has received all necessary campus-level clearances, and it reviews the stated need for the proposed program, establishing whether the campus has the financial and academic capabilities to build and maintain a high quality program in this area. The office reviews the projected resource

requirements for the program and defines its relationship to the campus scope and mission.

6. The president considers the proposals and the recommendations and submits them to the Board of Trustees for approval.
7. The Board of Trustees takes the necessary action, and the proposals are then submitted to the Illinois Board of Higher Education for approval.
8. The Illinois Board of Higher Education takes action on the proposals. (If a proposal is for a new doctoral program, the board submits it to the Commission of Scholars for its review and recommendation to the board.)

The program review and approval process is administered by an assistant vice chancellor for academic affairs, who aids units in developing proposals and in shepherding them through the many reviews. The process itself was developed historically by the campus in accordance with policies developed by the Board of Trustees. Later, the act that established the Illinois Board of Higher Education (Senate Bill 766, signed August 22, 1961) required that all such proposals be reviewed by the IBHE after approval by the Board of Trustees.

Revisions to existing curricula must also go through the on-campus review process described above for new degree programs and administrative units except that approval by the Board of Trustees or the IBHE may not be required. Except for very minor revisions, curricula revisions originate in the department and follow the same approval channels through the subject-matter college and/or the Graduate College and/or the Council on Teacher Education. The proposals are forwarded to the Office of the Vice Chancellor for Academic Affairs for review and for forwarding to the Senate Educational Policy Committee and the approval of the senate. Once the senate has approved the revisions, the proposals are then submitted to the chancellor and the University Senates Conference. The Chancellor's Office reviews the revisions for any budgetary or staffing needs and any other implications regarding educational policy for the campus. The chancellor and the University Senates Conference independently make recommendations for any further action. Those recommendations are given to the president. The recommendations may indicate that action by the Board of Trustees is required or that no further action is required by the Board of Trustees. In some cases, a recommendation may be made that the Illinois State Board of Higher Education be informed of the revisions.

As with new and revised curricula, there is an extensive review mechanism for new and revised courses, courses with low enrollment, and courses that have not been offered for a specific length of time (see Figure 15).

In any given year, there may be 300 to 500 new and revised courses flowing through the review process. The time required for a new or revised course to receive the appropriate approvals may range from one week to several months, depending on the nature of the course or the revision. A minor revision may be handled by a letter and may not require full approval by the various committees established within departments and colleges. Such a revision may take a week to be processed. A major revision or a new course requiring full review at each level may require several months for approval. A new course outline form must be prepared for major revisions and must also be prepared for new course proposals. The information requested on the new course outline form is extensive.

The course approval process is administered by an assistant vice chancellor for academic affairs, who is responsible for the final review and approval of all courses. The review by the departments and colleges are of prime importance. There has been no major change in the approval process for new and revised courses in the last ten years. The last major change took place before 1960, when the faculty senate asked that the vice president and provost of the University act on its behalf on all course approval matters. When the Urbana-Champaign campus of the University of Illinois came into existence in 1967, the course approval process was passed to the vice chancellor for academic affairs, who is the chief academic officer of the campus. Occasionally the Senate Educational Policy Committee may be consulted regarding particular course matters if it is felt that something should be brought to that committee's attention. This approval process, as with others, is rooted in the strong tradition of academic approvals.

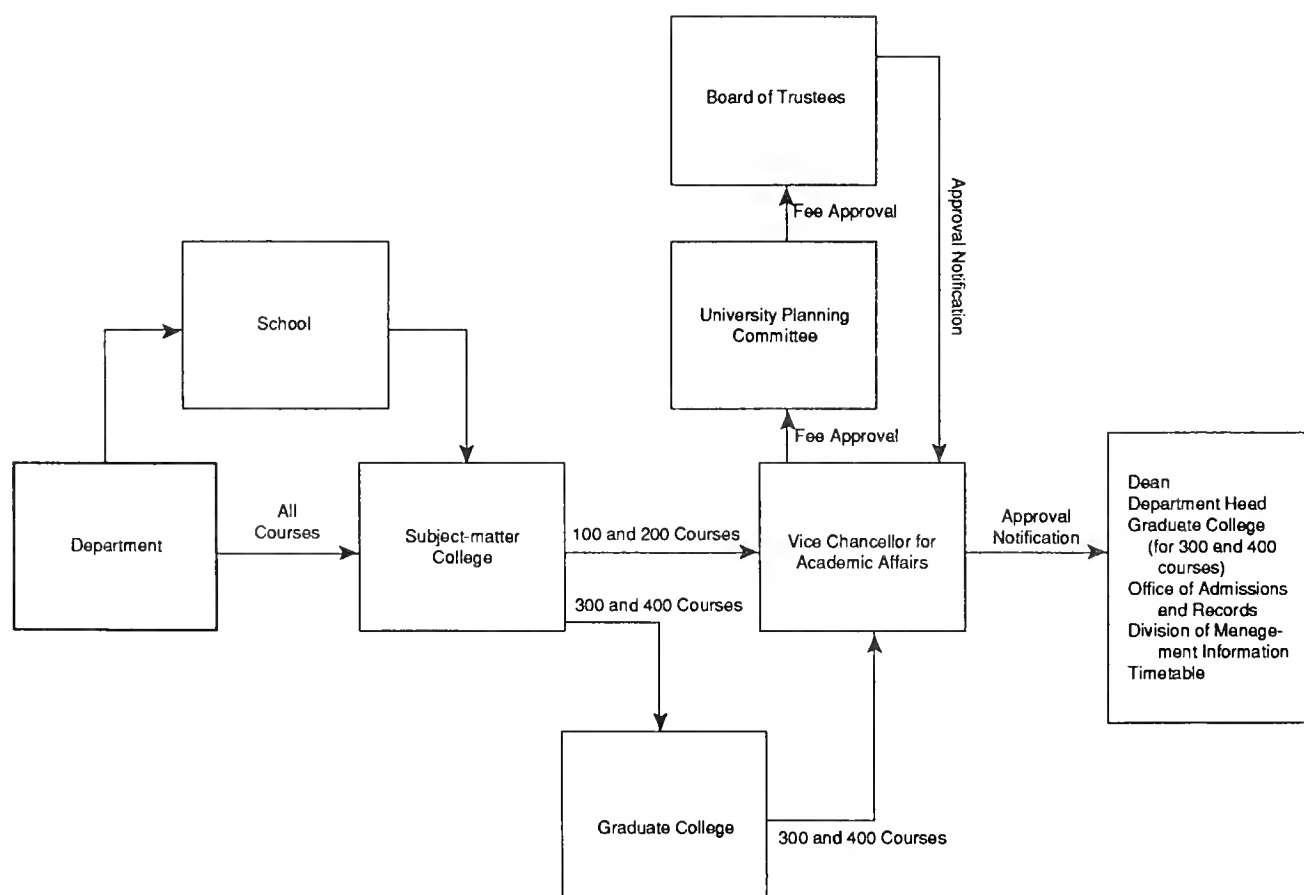


Figure 15. Approval process for new, revised, and discontinued courses. All new and revised, cross-listed courses must be approved by all departments and colleges concerned.

References

Instructions for the Submission of New and Revised Course Proposals. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. March 1988.

Submission of Proposals for New Units of Instruction, Research, or Public Service and for Revisions of Existing Programs. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 24 August 1981.

F. CONCLUSION

The majority of the academic support services and programs described in this section are under the umbrella of the Office of the Vice Chancellor for Academic Affairs. For the most part, they have been in existence for ten years or more and have become a permanent part of the institutional fabric. The services are well known and widely used. The various procedures and programs are familiar to all but the most recent arrivals to the campus community.

The campus administration sees these activities as valuable and important, for they serve for the most part to support, promote, improve, and evaluate the instructional process on the campus. COPE provides a major mode for extensive self-study. In addition, many of the activities recognize the outstanding instructional contributions made by individual faculty members and teaching assistants. These academic support services and programs represent some of the major contributions of the campus administration to monitoring and improving the quality of undergraduate education at UIUC.

References

Academic Staff Handbook, 1988-90. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 1988.

Senate Bill 766. Enacted by the 72nd General Assembly and signed by Governor Otto Kerner. 22 August 1961, amended 1967.

CHAPTER NINE

The Office of Student Affairs

The units and programs under the jurisdiction of the vice chancellor for student affairs and the major functions involved are outlined briefly in Figure 3 in Chapter One. During the past ten years, even in the face of regular budget reductions, the Office of the Vice Chancellor for Student Affairs has been able to introduce some innovative student services and programs and to provide some new facilities and upgrade others. Student fees at UIUC are fairly high (\$320 per semester) compared with those at peer institutions; the quality of the student services and facilities provided is excellent.

The vice chancellor for student affairs has in recent years reorganized his operation. Units that once reported directly to him now report to one of two associate vice chancellors. Thus the vice chancellor has more time to plan and coordinate the course of the entire operation.

To give the reader a cursory view of what has occurred in the recent past and is now occurring in this area of the University's operation, the following sketches of various activities in the major units and programs within the Office of Student Affairs are offered.

A. OFFICE OF THE DEAN OF STUDENTS

This office is responsible for assessing students' out-of-the-classroom needs and providing programs and services that will help meet those needs. Its staff members advise and advocate for student interests, attempt to assist other campus units in addressing student needs, and focus efforts upon assuring a positive learning environment on the campus. Staff members foster a sense of community among students, emphasizing both rights and responsibilities of individual members within the total University community, increasing tolerance of and appreciation for cultural and individual diversity, resolving conflicts among individuals and groups, helping students to resolve whatever problems they may encounter, and assisting students in maximizing the benefits they derive from a University of Illinois education.

Facts and figures relating to these responsibilities are listed below:

1. Complete information about student services is provided to all students at two information desks—one in the entrance to the Fred H. Turner Student Services Building and one in the lobby of the Illini Union. Additional information is provided on audio cassettes that students can listen to by telephone. A "Student Resources Guide" is distributed to all new students. Brochures and informational pamphlets are produced and distributed by each of the units within the Office of Student Affairs.
2. An emergency dean is available at all times by telephone or pager; emergencies include student deaths, attempted suicides, checking on missing students, aiding the parents of students who have been hospitalized, and so forth.
3. The staff helps in finding off-campus housing for faculty, staff, and students with more than 30 credit hours and works with city personnel to make certain that housing units are in complete compliance with housing codes.
4. The staff provides exit interviews for all students who withdraw from the University to determine their reasons for leaving, to make sure they are leaving for good reasons, and to try to advise them about their plans for future re-enrollment.
5. The staff reviews grade reports to identify those students who deserve awards and grants, to see if the students' environment has an effect on their performance, and so forth.
6. The office operates a "Women's Wheels" program, which provides rides (9,534 in 1987-1988) for people who do not want to walk alone on or near campus at night.
7. The office sponsors a Rape Awareness and Acquaintance Rape Program, which involved 1,100 students last year.
8. The office provided 10,000 free whistles last year as part of its "Whistle Stop" security program.
9. Problems involving any form of discrimination are dealt with promptly. In the spring of 1988 the office joined the Chancellor's Office to provide a workshop on prejudice and discrimination for 100 invited student leaders, staff, and faculty.
10. The dean of students chairs an ad hoc Student Affairs Committee on Racism and Discrimination, composed of staff and students, which attempts to identify discriminatory factors within the University environment. The

committee also recommends appropriate alterations or additions to policies, practices, programs, and staffing patterns, and it assists in the development of educational programs for faculty, staff, and students.

The current dean of students arrived on the campus in 1986, and the functions of his office are still evolving. At present he supervises the Counseling Center, Financial Aids, Student Discipline, Career Development and Placement, Student Activities, Minority Student Affairs, International Student Affairs, and Women's Resources and Services.

The Counseling Center

Over the past ten years the Counseling Center has increasingly established itself as a multifunctional service agency in response to the needs of the University community. The center serves a broad spectrum of students (rather than just the unusually needy), providing them not only with important remedial services, but preventative and developmental ones as well. The philosophy behind the program is an ecological view that promotes intervention at both the individual and the environmental levels to create an optimal person-environment fit between students' developmental needs and the University system.

In FY 1982 the operating budget of the Counseling Center was shifted from being totally state supported to having approximately 85 percent supplied by student fees. Following the change in funding, the center developed a system of accountability for both its External Advisory Committee and the Service Fee Advisory Committee. The center has enjoyed consistently strong student support both for its general direction and for specific programming. At the time of the budget change, the long-range plan shown in Figure 16 was adopted. This plan has been implemented. During that period, center services have steadily expanded, as have needs assessments as a basis for programming.

The center has sought to create a balanced set of services in the areas of individual and group counseling, outreach and consultation, reading and study methods education, and testing. While the actual number of students (about 1,500) seen in one-on-one counseling sessions has changed little over these ten years, access to counseling services has improved greatly. The number of students who receive services in the form of outreach has grown from 3,500 to 14,000 (not including an estimated 16,000 who watched cable TV presentations).

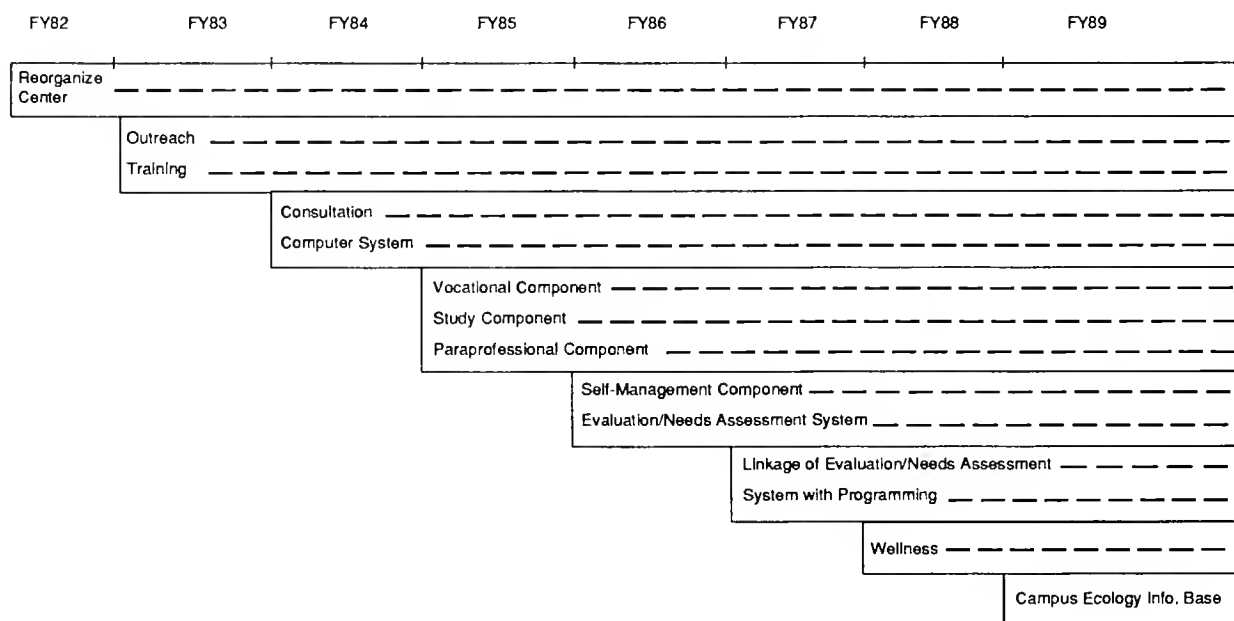


Figure 16. Counseling Center long-range plans. The area(s) listed under each year received (or will receive) special emphasis that year. For each area, the dash line, which then extends into the future, represents maintenance and fine-tuning of gains made during that area's year of focus.

Outreach efforts have been expanded at the same time that individual counseling services have been improved, with only a modest increase in professional staff. Primary strategies behind the expansion and improvement of services have been the establishment of internal central coordination of all center activities, the institution of long-range planning, the use of professional staff in outreach primarily for program development and training while using paraprofessionals for much of the program delivery, and the active promotion of interdepartmental cooperation in programming and resource sharing. In addition to the four areas of service mentioned above, the Counseling Center now conducts an American Psychological Association approved training program for predoctoral clinical or counseling psychology interns. The center provides training for several practicum students from the College of Education's counseling program.

For most of this decade the Counseling Center has had two minority staff members, one of whom served as outreach coordinator and was personally involved in consultation with the Housing Division and the Central Black Student Union. In 1986-1987 four staff members were specifically involved in consultation with Black and Latino students. More recent developments in regard to campus underserved populations have included a series of "bag lunch" conversations between professional staff and Latino students and various groups of international students; the establishment of an internal minority issues committee to seek input from minority staff and students in the hiring of new staff to coordinate minority programming and to act as consultants on minority concerns for other staff; and the preparation of a premier study on sexual harassment on campus and the development of the acquaintance rape prevention program. An all-day staff development workshop on minority programming was held in the spring. The workshop served as the basis for the decision to incorporate awareness of minority concerns in all areas of the center's activities, as opposed to emphasis on special, separate programs and staff to address minority concerns.

Several projects such as a self-help brochure on "Coming Out" have been undertaken to assist gay and lesbian students.

For the past two years, the center has offered same-day initial individual counseling appointments to all students. Counseling beyond five sessions is offered for selected students who fall into certain target populations such as victims of sexual assault, suicidal clients, clients with eating disorders, international students, and ethnic minority students. An extensive

referral service matches students with long-term needs to outside services. The number of students served in individual counseling has remained relatively stable over the last ten years (about 1,500). However, the number of kept appointments has increased by at least 1,000 (to 6,865) since 1979-1980. No-shows have dropped to 3 percent or less.

Several treatment teams have been established to coordinate campus resources for intervention in the areas of suicide, alcohol and substance abuse, eating disorders, acquaintance rape and sexual abuse, and international student needs. Team activities vary in their emphasis on individual treatment and environmental intervention and in the degree to which their functions are similar to clinical services or to outreach.

The Well U Program, cosponsored with McKinley Health Education and Campus Recreation, promotes the notion that health is multifaceted and is appropriately addressed in many areas of life.

The Counseling Center's overall outreach effort this year included addressing some 50 topics during 250 workshops, which were attended by 12,780 students, staff, and parents.

In addition to workshops, the center used to offer a videotape series on the campus cable TV network, showing 84 films organized around several themes. A 1984 study estimated the audience for each cable TV program shown at between 200 and 600, which would add another 16,000 students to the 14,000 reached through workshops, counseling, and other center services. This effort was discontinued after the change in the campus cable system.

Besides workshops and video programs, outreach is carried on through the Self-Management Lab (SML), located in the undergraduate library. The SML includes a collection of books and pamphlets, a Sigi Plus computerized career counseling program, and part-time staff to assist students. During staffed hours, 1,850 students received help in 1987-1988. The center has also developed and published 15 self-help brochures. These are available to students in many locations and are sold nationwide to other counseling centers. This year a record 104,000 brochures were sold.

The reading and study methods program has become much stronger over the last ten years. Reading courses are filled to capacity in spite of a \$25 fee. A special power reading class is offered in a residence hall to satisfied users (49 this year), and 638 students attended workshops on study-related topics.

Testing has changed little in ten years. About 27,000 tests are administered each year, most of them for academic purposes such as admission or placement. Some testing is done at the request of individual counselors, but that number has steadily decreased since 1979 (103 this year).

Office of Student Activities

The Office of Student Activities provides support for extracurricular involvement and for programs and services that contribute to the quality of life for students. Within this global mission, there are several specific goals:

1. Providing administrative oversight and support of more than 700 registered organizations
2. Providing cultural, social, and educational programming by and for minority students to foster a more supportive environment in a predominantly white, rural, campus setting
3. Providing programs and services to support new students in the orientation to life at the UIUC campus
4. Providing staff, programs, and services supporting the quality of life in certified housing units and their related organizations
5. Serving as advocates on behalf of student needs and interests
6. Providing information and maintaining communication with parents
7. Sponsoring retreats, workshops, a resource library, and academic course work related to leadership training for students
8. Providing staff support for a variety of events where there may be concern for personal safety, freedom of speech and assembly, property protection, community relations, and risk management

In 1978-1979 there were about 400 registered organizations. That number has nearly doubled. In FY 1988 the director of registered organizations approved more than 6,000 event applications for public events.

The office also monitors the activity of the organization fund account, which was just over \$1 million for FY 1988. Interest income generated from these accounts is allocated to organizations through the Organization Fund Advisory Board. The

funds provide for new student organizations, new programs of continuing organizations, and official travel by student organizations.

Since 1968, the campus has recognized the need to provide cultural programs relevant to underrepresented minority students to support both recruiting and retention. The Afro-American Cultural Program was created in 1969 and La Casa Cultural Latina in 1974. These units foster a supportive environment for Black and Hispanic students and provide cross-cultural opportunities for other students.

The Office of Student Activities also serves the Greek system, which has expanded from 1,266 women and 2,240 men in FY 1979 to 3,163 women and 3,213 men in FY 1988. Much of this increase is related to a change in the early 1980s that permitted members to live "out of house," thereby allowing growth in total memberships.

Noteworthy programs and achievements over the last ten years include Greeks for Greeks, an alcohol education program (1984-1985), Greek (Health) Advocates (1984-1985), Social Responsibility Committee (1986), and Greek Peer Advising (1986). In 1987-1988, the Black Greek Council, Interfraternity Council, and Panhellenic Council began sharing office space and working together on cooperative programs. Greek organizations have become increasingly concerned with such issues as race relations, date rape, alcohol abuse, hazing, scholarship, and liability.

The orientation program for new freshmen and transfer students is also a part of the office. The program seeks to integrate the students' intellectual, social, and personal development with the practical applications of student assessment, academic advising, registration, and general acclimation to the University environment.

The 1988 summer orientation program consisted of 30 one-day sessions involving 11,500 students and parents. A special two-day workshop for out-of-staters (started in 1986) was offered four times, with 250 students and parents participating. Orientation programs are also provided in the fall and spring for approximately 180 nonadvance enrolled students at each session.

In 1987-1988 a Freshmen Advisory Board was created to review and evaluate the entire orientation process. An orientation fee was instituted in the summer of 1988. Reviews of the program and fee structure have led the campus to develop plans for a two-day program for the summer of 1989.

The office is also charged with maintaining, reviewing, and updating the standards that apply to certified housing in the University campus. This includes serving as a liaison with privately owned residence halls and fraternity and sorority houses; inspecting and certifying facilities; providing orientation programs for owners, managers, and house directors; and offering educational programs for residents in certified housing units. A significant increase in off-campus apartments and the 1983 change in the housing regulation, which required that only freshmen live in certified housing, have softened the housing market.

Communication links between the University and students' parents are accomplished through the Mothers' and Dads' Associations. Both associations plan events, provide awards and scholarships, and publish newsletters. Membership has increased from 4,000 to 7,000 over the last ten years.

The Office of Student Activities has introduced retreats, training sessions, and other activities to enhance the skills of student organization officers. A two-hour credit course that explores leadership issues and organizational development is now offered. In addition, a resource library is maintained and is available for all to use. For FY 1989 the enhancement of leadership programs, with special emphasis on minority student needs, has a high priority.

Since 1980, a staff member has served as advisor to the Student Government Association. The Office of Student Activities also provides administrative and financial record-keeping support, handles all financial transactions relating to allocations, and provides administrative support for all meetings of the Student Organization Resource Fee (SORF) Board. The board oversees the distribution of \$260,000 per year to support student organization programs. The fund is generated by a mandatory but refundable \$4 fee per semester or summer session. A significant portion of the fee is allocated to support the Student Legal Service.

The Office of Student Activities is regarded by students as a supportive, positive contributor to the quality of campus life. This was verified by a campus review of the unit in FY 1988. As are all state-supported units in Student Affairs, the office is underfunded. The staff provides programs and services with little or no funding increases.

Office of International Student Affairs

The primary function of the Office of International Student Affairs (OISA) is to provide administrative and counseling services to nonimmigrant international students enrolled at the

University. OISA also serves as a liaison between those students and various University and external agencies and resources. Other responsibilities of the office include the coordination and initiation of programming that serves and involves international students, and the provision of cross-cultural information to the University as well as to the local community.

OISA staff members see themselves as student advocates. The advocacy function ensures that students will be able to expend as much time, energy, and resources as possible in pursuing of academic goals. An advocacy role also increases the probability that students will return to their respective countries with a positive attitude toward the University as well as the United States.

The administrative and counseling services, which are the office's highest priority, have remained fairly constant over the past ten years. Activities in this area include correspondence with new students before their arrival; interviews upon arrival; counseling in financial, family, immigration, health, and other personal matters; recommendation for emergency or long-term financial aid; employment clearance; and the preparation of materials relating to orientation to the campus and community and assistance in areas such as U.S. income tax and employment. Other services include assistance with documents, letters, and recommendations; availability of a notary public; and mail forwarding.

The OISA staff's second priority is to serve as a liaison between international students and the University, as well as external departments and agencies. University departments include the various colleges and academic departments, the Office of International Admissions, the Department of English as a Second Language, the Office of Business Affairs, and areas in Student Affairs such as housing, financial aid, the Illini Union, and the emergency dean service.

The office also serves as a liaison with local social service agencies. The U.S. Immigration and Naturalization Service is the external agency with which the office is most concerned, but OISA also functions as a liaison with the students' own governmental representatives and with U.S. agencies such as the Social Security Administration and the Internal Revenue Service.

Programming, OISA's third area of priority, enhances the other functions of the office by facilitating enrichment experiences for both international students and members of the University and local community. Programming activities include

orientation for new students and support of international student organizations such as the International Hospitality Committee and the Cosmopolitan Club, as well as specific programming in the campus YMCA and YWCA. Over the years OISA has also assisted with campus events such as Copacabana, the International Fair, and a Christmas party for children of international students.

New programs include the Student Diplomat Program, established in fall 1985, and the OISA Internship Program, begun in 1986. Student diplomats are American undergraduates who interact with newly arrived international students to answer questions and to help with orientation to the campus and to American culture. The Internship Program has provided an added programming resource: five graduate students, both American and international, are granted tuition and fee waivers to help coordinate international programming and to maintain a schedule of campuswide events of interest.

As a source of information for the academic and local community, office staff members answer questions about cross-cultural matters and share expertise with other institutions in areas that include immigration, culture-based behavior, and office administration. OISA staff members also try to raise the sensitivity level of other campus offices that provide services to international students.

In fall 1979 about 1,400 international students (223 undergraduates) were enrolled. In fall 1987 the enrollment was 2,400, which included 255 undergraduates. As of fall 1988 the OISA staff consists of 4 FTE professionals, an increase of one since 1979, and 3 clerical-support staff members.

Women's Resources and Services (OWRS)

The purposes of this unit include the following:

1. To coordinate campuswide programming for women
2. To represent the women students' point of view and concerns on campus and to University committees
3. To provide direct counseling and support to women students
4. To make referrals to appropriate units for further assistance
5. To assist returning students with their orientation and financial aid as they seek to continue their education

The personnel here have developed a paraprofessional program and in 1987-1988 trained 10 students to help with advising on sexual harassment, sexual assault, general career issues, and other topics. For FY 1989, 25 peer advisors are involved.

Approximately 1,200 women students receive individual counseling each year on a variety of concerns, and 10,000 per year participate in the 15 to 25 programs sponsored by the unit.

In 1987-1988 OWRS was responsible for distributing 2,500 copies of a publication listing a significant number of campus and community resources available to women. A newsletter, "Continuing Conversations," is published four to six times per year.

Office of Student Judicial Affairs

The student conduct and discipline system for Urbana-Champaign was established by the Board of Trustees in 1931 and has been continuously under the jurisdiction of the faculty senate. It was affirmed by the board in 1957 and in 1972. The system draws its authority from the faculty. The Senate Committee on Student Discipline is the appellate body responsible for developing procedures that govern the system and for appointing members of its subcommittees. Its nine faculty members and four students are appointed by the Urbana-Champaign Senate (Figure 17).

The apex of the discipline system, the Senate Committee on Student Discipline, is administered by an executive director, who provides staff support to the senate committee and its subcommittees. The discipline system and the Office of Student Judicial Affairs recognize that their objectives are to educate the individual, to change behavior, to promote responsible citizenship, and to protect the integrity and security of the academic community and its mission.

Three subcommittees conduct the majority of the hearings:

1. The Subcommittee on Undergraduate Student Conduct, comprised of four undergraduate students and three faculty members, one of whom chairs the subcommittee, hears cases every Thursday afternoon throughout the academic year.
2. The Subcommittee on Student Conduct for Graduate Students consists of two graduate students and three faculty members.

3. Two additional subcommittees, one for the College of Veterinary Medicine and one for the College of Law, meet on call. These subcommittees also include students and faculty members.

The cases heard by the undergraduate subcommittee have increased by 315 percent in the past decade:

Year	Cases
1978-79	67
1979-80	103
1980-81	125
1981-82	111
1982-83	87
1983-84	81
1984-85	116
1985-86	227
1986-87	277
1987-88	278

This increase can be attributed to several factors, including the addition of a part-time assistant and an excellent relationships with the three immediate police agencies (Champaign, Urbana, and University). Since police departments have no obligation to share information, significant effort has led to bringing about changes in behavior or addressing aberrant behavior with a sense of community confidence.

Career Development and Placement Center (CDPC)

The Career Development and Placement Center, which includes the Health Professions Information Office (HPHO), provides comprehensive career planning, placement, and professional school admissions assistance to students and alumni of the Urbana-Champaign campus. Through its cooperative working relationship with 20 relatively independent college or departmental placement services, the center fulfills four principal functions:

1. Providing career planning programs and activities for all UIUC students

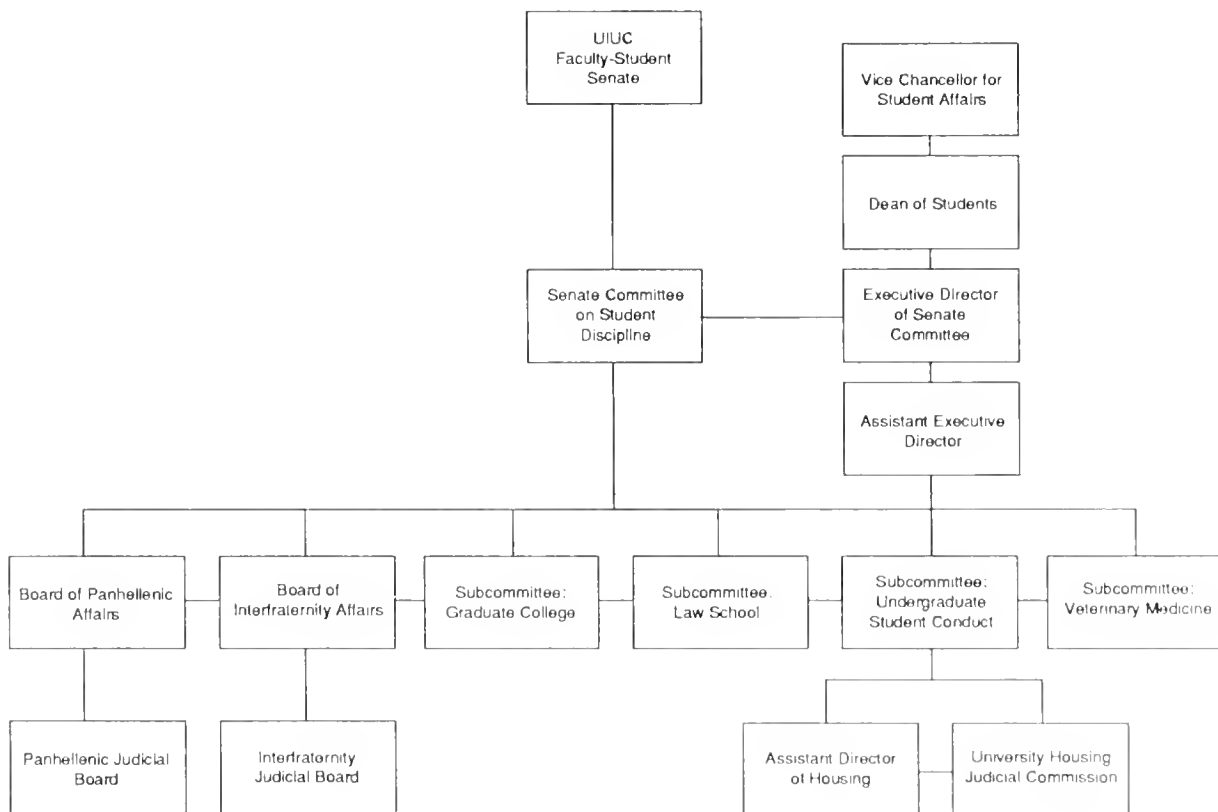


Figure 17 Student discipline system

2. Devising and presenting programs to meet special career needs where deficiencies may have occurred (e.g., minorities and disabled students)
3. Offering placement and job search programs for all UIUC students and principally those not served by a decentralized placement service
4. Supporting the Coordinating Committee on Career Planning and Placement (including the other placement services) in its mission

In partnership, CDPC and HPIO offer student and alumni clients—approximately 20,000 for CDPC and 2,500 for HPIO annually—a full range of counseling, programming, resource information, and similar direct service options.

Each unit provides individual and group counseling (approximately 3,000 appointments annually), extensive credential referral services for employment and graduate-professional schools, reference materials and state-of-the-art computerized resources, self-help publications for a campus and national audience, and on-campus interviews for both employment and admissions. During 1987-1988 CDPC sponsored three career conferences—the Graduate and Professional School Conference, Minority Career Conference, and Summer Employment and Internship Conference—attended by more than 2,000 students. HPIO organized medical and dental school “Meet the Deans” programs for premedical students majoring primarily in the life sciences. Coupled with the National Association of the Advisors of the Health Professions, HPIO reaches far beyond the limits of the campus.

In meeting the charge to address the career needs of under-represented populations, CDPC staff members work cooperatively with various student groups and University agencies to provide specialized programs and services. The Minority Student Advisory Committee organizes and implements the annual Minority Career Conference, which recorded a 13 percent increase in student attendance in 1988. The 50 undergraduate participants in the nationally recognized Paraprofessional Career Consultants program (with a 25 to 30 percent minority student representation) offer minority outreach programs at La Casa Cultural Latina and the Afro-American Cultural Center and provide career and job search assistance at CDPC and campus residential units. Together with the Division of Rehabilitation Education Services, the center sponsors a statewide Job Conference for Disabled Students each year.

Career services for students at UIUC are enhanced and expanded by the working partnership between academic units and Student Affairs. The academically based placement offices focus upon students who are majoring in their college or department and who are seeking career opportunities in corresponding employment arenas. Career Development and Placement reflects a broader, overarching role that extends across academic boundaries. This partnership provides both specialized and comprehensive career services to students. It enhances their educational progress and their ultimate contributions to society.

Office of Student Financial Aid (OSFA)

The Office of Student Financial Aid at Urbana-Champaign has responsibility in whole or in part for all undergraduate, graduate, or professional student financial aid. In addition, OSFA monitors, directs, and controls student part-time, on-campus employment. Finally, the office serves as a locus for information for off-campus student employment. These functions and activities are complex and are critical to a student's being able to attain a degree or to complete a program of study. The total aid program is extensive, with most of the policies and regulations being determined by outside agencies such as the Illinois State Scholarship Commission and the U.S. Department of Education.

Fourteen aid programs have been added and two have been deleted since FY 1980. The dollar volume of all aid has increased by 58.2 percent, the smallest increase being in institutional aid (26.2 percent). The largest increase occurred in outside sources of funds (private), where there was a gain of 347.1 percent. The total unduplicated number of aid recipients increased 23.5 percent.

Staff changes over the period reflect an increase of 37 percent. However, the number of undergraduate recipients of aid per full-time staff member has decreased only 11.2 percent, from 694 recipients per staff member to 616 recipients. The 616 is considerably larger than the client load at any of the other Illinois four-year senior public universities, where the average ratio of aid recipients to staff is 395.

A number of significant changes affecting the office can be recorded from FY 1980 to date. Early in the period the Registration By Mail System (RBM) became operational and provided a regularized system for the disbursement of aid, either by cash payment or credit to students' accounts as appropriate. A new financial data system was also installed

and processing time improved. The staff was completely reorganized and communication improved. Procedures were improved for processing scholarships designated by outside sponsors and for processing campus-based loans. The Campus Committee on Financial Aid to Students was reactivated. The director began to work actively with members of the Illinois Association of Student Financial Aid Administrators and the Illinois State Scholarship Commission (ISSC) to promote changes in ISSC policies intended to improve services to students and to reduce administrative problems for ISSC and financial aid offices. A Department of Education program review was accomplished in 1981.

A clear, consistent awarding policy to assure that students are treated equitably was implemented in 1982-1983. This policy represented a major, positive change in awarding philosophy. An early awarding goal was also established that called for subsequent academic year awards to be made by April 15. This awarding date continues to be a goal, although student aid reductions, delays in receiving program guidelines, processing agency mistakes or delays, and a host of other uncertainties have too often caused the awarding date to be moved to a later time. Federally imposed verification requirements, selective service registration compliance, and more recently the Immigration and Naturalization Service Act (I-9) requirement for employment have served to further complicate and delay effective services to students.

The Office of Student Financial Aid continues to assess the need for a more effective student service. In order that there might be more student aid funds available, a program of fund development in cooperation with the University Foundation has been developing. The office conducts periodic surveys of students to obtain their perceptions of the effectiveness of its services. Surveys are frequently made of financial aid offices at peer and state of Illinois four-year public senior institutions to compare staff size, budgets, and services offered. Internal assessment of training requirements, staff, and equipment (particularly telephone systems and computer terminals) is an on-going process.

Only minor audit exceptions have been noted since 1979-1980. The office is committed to good fiscal controls and good service to students. Within the limited resources available to it, OSFA continues a strong training and staff development program. Special emphasis has been placed on minority student aid, with additional staff members hired to improve services to that population.

Severe budget constraints continually affect service, delivery, morale, and staff retention. The campus recognizes the budget shortcomings but has not made permanent funding available. Although there is no lessening of commitment to quality services, increasing responsibilities and regulatory requirements dramatically reduce the quality.

Office of Minority Student Affairs

The activities of this office will be discussed in Chapter Thirteen.

B. THE HOUSING DIVISION

The mission of the Housing Division is to provide safe, clean, well-maintained, comfortable residence facilities; a high quality, flexible food service; a well-managed fiscal program; a productive academic environment; and strong educational, social, and recreational programs within the context of the Student Affairs mission of academic support.

The Housing Division provides on-campus housing facilities and programs for 11,004 students. Approximately 9,000 (88 percent of whom are freshmen and sophomores) live in 23 undergraduate residence halls; 1,000 live in two graduate residence halls; and the remainder live in 981 family housing apartments provided for students who are married and/or have children. In addition, the Housing Division provides 30 houses that are normally rented to faculty and staff members who are in transition or have temporary appointments at the University (e.g., new staff who have not yet purchased a home, or one-year visiting faculty).

Housing facilities vary in age, size, and function. The oldest buildings, Busey and Evans residence halls, opened in 1918 and 1926, respectively, and were taken out of service from January 1987 through August 1988 to be renovated completely and expanded. The newest facility, the Orchard South apartment complex, opened in 1968. In addition to living units, the Housing Division owns and operates a large central food stores facility, a small recreation center, a snack bar building, a maintenance shop, two laundry buildings, a small office building, and a family housing community center. While some inventory items are stored in on-campus facilities, the division also leases 14,000 square feet of storage space in an off-campus warehouse.

The annual operating budget for the Housing Division is approximately \$39 million. Income is generated through room and board fees, conference programs, and various cash

operations (e.g., snack bars and stores). The basic annual room and board rate for a double room in an undergraduate residence hall is \$3,328. The average monthly rent of a furnished family housing apartment is approximately \$250. The Housing Division currently employs 76 academic staff, 608 nonacademic staff, and 1,665 part-time student workers.

Residential Life

Residential Life staff assist residence hall students with adjustment and orientation, provide academic support services and educational, cultural, social and recreational programs; advise individual students and student government and programming groups; and coordinate the conduct governance system in residence halls.

The staff includes 154 resident advisors, 8 programming assistants, and 17 graduate assistants, all of them part-time employees and full-time students. Full-time academic professional staff members who live and work in residence halls include 19 resident directors. One residence hall librarian, one programming associate, 5 area coordinators, and 6 assistant directors of housing report to the associate director for Residential Life. In addition, approximately 15 area secretaries and other nonacademic employees provide clerical support for Residential Life functions, and more than 100 student hourly employees work part-time in office clerk, night clerk, library clerk, and other positions.

Residential Life oversees the residence hall library system, Unit I (a living-learning center in Allen Hall), and computer education activities in residence halls. (These units are described in other sections of this report.) Although the functions of the Residential Life staff are many and varied, the following summary focuses only on academic support services and minority programs:

1. Credit courses are offered in the residence halls by sponsoring academic departments.
2. Tutors in mathematics and chemistry are available in every undergraduate residence hall area for varying numbers of hours per week.
3. All live-in staff members who have direct contact with students participate in academic advising workshops and receive academic advising handbooks, which enable them to refer students to appropriate offices or individuals if they wish to add or drop courses, change majors, or receive other assistance with academic matters.

4. Faculty Interaction Month resulted in bringing 168 faculty members from 66 departments to the residence halls for a multitude of activities in 1988. Free guest meal tickets were available to all residents who wished to invite faculty members to meals in residence halls during that period.
5. In the fall of 1988 Residential Life staff and interested faculty members provided five special interest clusters focusing on business careers, languages, performing arts, international health and perspectives, and health fitness to student groups that have been assigned adjacent living quarters according to their interest in those particular projects.

A major focus of Residential Life efforts involves leadership training for and advisement of student government and programming groups. While such groups exist at the floor, hall, area, and systemwide levels, only the two largest groups will be described herein. The first is the Residence Hall Association (RHA). All students living in undergraduate residence halls are members of RHA and are encouraged to attend weekly meetings and participate in RHA activities, but voting delegates elected by their peers represent individual halls, areas, and Black Student Unions. Similarly, all residence hall students may participate in the second largest organization, the Central Black Student Union (CBSU), and its activities.

Continual attempts have been made to foster communication and cooperation between these two groups. In recent years, RHA and CBSU have worked together in cosponsoring many residence hall programs. Indeed, the student elected by RHA voting delegates as their president for 1988-1989 was a 1987-1988 officer of CBSU who served actively as CBSU's representative within RHA. CBSU and its Buddy Program serve as examples of student involvement and programming in University residence halls. Both will be discussed further in Chapter Thirteen.

Residence Hall Libraries

The Housing Division operates eight libraries in the undergraduate residence halls. These libraries provide a total seating capacity of 321 and are open during the afternoon and evening hours for a combined total of 383 hours per week. Hours of operation are extended during final examination periods. The residence hall library system currently employs one full-time professional librarian, 2 nonacademic clerical staff members, one graduate assistant, and 42 part-time student hourly employees.

The number of books provided in residence hall libraries has varied with the process of "weeding" old materials, replacing damaged or missing items, and purchasing new books during the past ten years. The total number of books has increased approximately 65 percent, from 15,119 in 1978 to 24,914 in 1988. During the same time the number of periodicals increased about 21 percent, from 145 to 175. All financial support for acquisitions and personnel is provided by the Housing Division.

During the 1987-1988 academic year, students checked out 3,795 copies of circulating materials (e.g., books) and 16,014 copies of noncirculating materials (e.g., exam files). Total attendance was 74,740. The decrease from the highest annual attendance of 81,653 in 1984 may reflect a change in student study habits (or locations). A 1987 survey found that the primary use of residence hall libraries is for studying. The facts that one library was out-of-service for two years while the building was renovated and that many students now study in residence hall computer centers and study carrel facilities that did not exist in 1984 may contribute to the decline in library attendance.

The library resource center contains 126 books and 11 journals used primarily by the Housing Division staff. In addition, the center provides audiovisual equipment and materials (e.g., projectors, recorders, microphones, video cameras, films, and tapes) for residence hall programming. Records of library holdings are now maintained on computer, and one library provides an LCS terminal to the University's main library. Goals include providing similar terminals in the remaining seven libraries and developing library information centers that would use CD-ROM capabilities for computer access to information about periodicals and reference materials (e.g., encyclopedia, dictionary, and thesaurus).

Family Housing

The Housing Division operates 780 apartments in the Orchard Downs complex (approximately one mile from the center of campus) and 201 apartments in the Goodwin-Green complex (very close to the center of campus). Units range from efficiency apartments with small kitchenettes to regular two-bedroom apartments. Rental rates vary according to the type of apartment and whether it is furnished or unfurnished, but the rates remain considerably lower than those for comparable facilities in the community. Although few employees (e.g., visiting faculty) may live in these facilities, almost all residents are students who have spouses and/or children. Almost 95 percent of the residents are graduate students, and approximately 80 percent are international students.

While some orientation, educational, cultural, social, and recreational programs are provided for the students themselves, many programs are directed to student spouses (the vast majority of whom are women) and to the 981 children who live in Family Housing. For example, a cooperative nursery school located in the Family Housing Community Center enrolls 54 preschool children; a teen club has 35 participants aged 13 to 17; a "mom and tot" exercise group meets twice a week; and after-school, weekend, and summer activities are sponsored for children. A welcome room is staffed throughout the month of August, and four newcomer receptions are held. Programs on gardening, survival strategies in Champaign-Urbana, winter preparedness, driving on ice, prenatal care, parenting, child safety, health care, cooking, sewing, and other topics have been offered to all adults.

Because of the large number of international families, Housing Division staff work closely with the International Hospitality Committee, Volunteer Illini Projects, and other campus and community organizations. These groups sponsor host families, English conversation groups, international women's groups, and culture nights that feature the food, music, dance, and dress of specific countries. These organizations also sponsor a pal program (similar to a big-brother or big-sister program that pairs volunteer undergraduates with international children) and other programs designed to meet the needs of international families. Because many spouses and children speak little or no English when they arrive, some programs are multilingual.

The Office of Family Housing Programs employs one full-time director, 4 graduate assistants, and 14 community aides. Community aides are Family Housing residents (approximately half of them students and half of them spouses) assigned to work specifically with residents in their own or neighboring apartment units. They personally greet and give welcome packets to all residents within seven days of their arrival, help to identify and resolve problems, answer questions, and serve as one communication link between residents and the Family Housing staff. In addition, staff members work closely with the Family Housing Council (similar to a student government and programming organization) and communicate with residents weekly via the Family Housing newsletter.

Residence Hall Computer Centers

Since the late 1970s the University's Computing Services Office (CSO) has operated remote job entry sites in three undergraduate residence halls. CSO has consistently provided student site monitors, high-speed line printers, decwriters, and terminals to mainframe computers at each of these locations.

The first microcomputers appeared in University residence halls in the fall of 1985 as part of a research project jointly sponsored by the University (providing \$75,000 to cover installation, security, staffing, and research costs) and the International Business Machines Corporation (providing IBM hardware and software valued at approximately \$700,000). Designed to study the effects of introducing microcomputers into the residence hall environment, the project resulted in a doctoral dissertation and two monographs.

Apple Computer Company donated 50 Macintosh microcomputers, which were installed in a second residence hall in the spring of 1986, and AT&T donated 14 UNIX minicomputers during 1987. In addition, CSO purchased microcomputers for one residence hall site, while the Housing Division purchased still others for the two remaining sites operated by CSO.

The numbers of computers, computer centers, and computing services in residence halls grew most dramatically during the 1987-1988 academic year. As of the spring of 1988, the Housing Division provided 14 sites containing 177 Apple (Mac Plus and SE) and 137 IBM (PS2 30's and 50's) microcomputers, 14 AT&T (7300 UNIX) minicomputers, 19 CSO terminals, and 6 terminals hardwired to the University's PLATO system. The total of 353 computers and terminals represents approximately one machine for every 25 students in the undergraduate residence halls.

Sites range in size from 5 to 51 machines and are available to students from 12 to 24 hours a day. Since most sites are not monitored, both mechanical and electronic security devices have been installed. Most of the sites provide local area networks. The IBM's use PCLAN and either HP Laserjet or IBM Proprinters. The Mac's use Appleshare/Appletalk and either Imagewriter or Laserwriter printers. The AT&T's use a Starlan network, a 3B2/400 server, and both a color printer and high-speed line printer. New networking systems scheduled for installation during the 1988-1989 academic year will allow IBM and Macintosh computers to share the same servers and printers and will allow for connections to the campus broadband network.

Continuing research has shown that slightly more than half (52 percent) of sampled students used residence hall computers during the fall semester of 1987 and that residence hall computers were used for a total of 10,959 hours during one week of the spring 1988 semester. Since several studies have indicated a need for computer education, particularly for women and minority students, during the 1987-1988 academic year the Housing Division and the Department of Educational

Psychology offered a peer tutoring course completed by 75 undergraduate residence hall students, provided 148 noncredit workshops conducted by graduate assistants, and developed many printed materials designed to teach students how to use the available hardware and software. In a cooperative venture with the Rhetoric Department, four sections of a freshman rhetoric course using word processing and computer-assisted instruction were taught in residence hall sites during the spring semester of 1988.

Goals for the 1988-1989 year include upgrading networks, providing additional software, and sponsoring "computer camps" for teachers, high school students, and other conference groups in residence halls during the summer months.

Food Service

The Housing Division Food Service operates a large central food stores facility serving 7 kitchens, which in turn serve 16 dining rooms in the undergraduate residence halls. During the past ten years new programs have been developed to accommodate student needs. These include free-flow service wherein students may eat in any dining room facility (not just the one in their own hall), a sack lunch program wherein students may pack their own lunch at breakfast time and take it with them, extended service (expanded meal hours), and in one dining room on each of the two sides of campus continuous service that provides food throughout the day. These programs enable students to eat in locations and at times that are convenient in light of their course schedules and other activities. Several dining rooms are open as study halls during the evening hours. Free popcorn is provided every night, and free exam snacks (fruit, cookies, beverages, and the like) are provided during examination periods.

There has been a movement toward greater use of self-service food stations during recent years. Only hot entrees and vegetables are currently provided in serving lines. Soup, sandwich, and salad bars are provided for every lunch and dinner. Beverages, desserts, and entree bars are also provided at self-service islands in the dining rooms. Ethnic foods (e.g., oriental, Mexican, and "soul food") are served regularly. Unlimited seconds are provided for all foods, with the exception of lobsters, which are served once a year at a special dinner.

During the past few years all dining rooms in the Urbana residence halls have been renovated with carpeting, draperies, window and ceiling treatments, new or refinished tables and chairs, and dividers that break large spaces into smaller units. (Dining rooms in the Champaign residence halls will be

renovated during the next two years.) All plastic dishes have been replaced with china, and as much stainless steel as possible has been replaced with wood or fabric to make dining facilities more comfortable and less "institutional." More than \$500,000 has recently been spent in replacing fixed equipment (e.g., dish-washing machines), and a schedule for replacing other kitchen equipment between 1988 and 2000 has been developed.

In addition to daily residence hall food services, the Housing Division's Food Service staff operate the following:

1. Special dining programs in residence halls. Programs such as Reservations Only (similar to a first-class restaurant), Cantina (Mexican food), and a pizza parlor are each open one night a week to provide students with dining alternatives. Strictly Steaks and a tea room will open during the 1988-1989 academic year. With the presentation of their meal passes, students are charged only those costs exceeding what they have already paid for residence hall food service when they participate in special dining programs.
2. Food services in the Illini Union. In the fall of 1988 the Housing Division began managing all food service operations in the Illini Union.
3. Conference housing. Both housing (in residence hall rooms) and food services are provided for persons attending conferences at UIUC, mostly during the summer months. Conference groups range in size from fewer than 12 persons to more than 12,000 persons.
4. Catering service. This service for the University community was initiated in 1984 and has increased approximately 25 percent each year since that time. Caterers have served groups ranging in size from 6 to 8 persons at a meeting to 700 at a graduation luncheon sponsored by an academic department. Current annual gross income is about \$200,000.
5. Cash operations. Two snack bars and three stores (similar to corner variety stores) are located in residence halls. In addition, a restaurant at the University airport is operated by the Housing Division's Food Service.
6. Vending services. Vending machines and laundry facilities are provided in residence halls and in family housing units. In addition, the Housing Division provides vending services for the Assembly Hall and the Intramural Physical Education Building.

Food Service employs 355 FTE staff, approximately 68 percent of whom are minorities. While 60 are in administrative positions, the remainder receive hourly wages. Administrative positions added during the past ten years include those focusing on employee relations-affirmative action, student-customer relations, and staff development and training.

Approximately 1,200 part-time student employees work in Food Service. To recruit and retain student employees, a wage incentive program was instituted. This provides a base hourly rate exceeding the normal minimum wage by 20 cents, a 10-cent increase after the first 100 hours of work, and additional 10-cent increases for every 200 hours thereafter.

Discount meal coupons have been developed for Housing Division employees and for all employees and students of the University. Those providing a valid faculty, staff, or student identification card receive a 25 percent discount.

Residential Services

The Residential Services unit of the Housing Division encompasses building maintenance, building services (custodial), vending repair, property management (inventory), transportation, interior design, and a paint shop. In addition to staff members employed directly by the Housing Division, approximately 25 crafts persons (e.g., carpenters, electricians, plumbers, steam fitters, and refrigeration mechanics) employed by the University's Operation and Maintenance Division are permanently assigned to the Housing Division. Major capital improvement, construction, and other projects are bid out to private contractors.

All properties are inspected regularly and all building facilities, grounds (e.g., parking lots and street lights), equipment, furniture, and other inventory items are being placed on painting, repair, replacement, or other appropriate schedules that extend over twenty years. Rotating schedules vary in time length according to assessed need. For example, some equipment may be repaired or maintained every year, a given room may be painted every five years, and a specific piece of furniture may be replaced every twenty years.

C. ILLINI UNION

The Illini Union is the community center of the University of Illinois. Built in the grand tradition of colonial Williamsburg, the Union is a place where all are welcome. It provides services, conveniences, facilities, and amenities for students, faculty, staff, alumni, and guests. The Illini Union Board presents cultural, social, educational, and recreational programs that complement the classroom experience.

The operational budget of the Illini Union grew from \$9.8 million in 1978-1979 to \$16.3 million in 1987-1988. Approximately 20 percent of its revenues come from student fees, with the other 80 percent generated from retail operations and rentals. Operations and services housed in the 300,000 square-foot facility include food service (cafeteria, catering, dining rooms, and snack bar); 90 guest rooms, including 2 executive suites and 3 barrier-free, handicapped-accessible rooms; a textbook store housed in a separate 12,000 square foot facility; and a paperback book store. The Illini Union also has bowling, billiards, campus vending, amusement games, travel center, program department (which works with the Illini Union Board), candy store (added in 1984), main desk ticket office and check cashing, automatic teller machine, meeting rooms, campus information, and campus lost and found. The Illini Union also houses some independent units, including the Alumni Association, the University of Illinois Foundation, the student organizational offices, a computer lab (opened in 1987), a computer resource center (opened in 1988), and a computer ordering center (opened in 1987).

The Illini Union Board, composed of students, faculty, staff, and alumni representatives, is responsible for programming for the whole campus, although not exclusively so. The board advises the director of the Illini Union on building policy and is the primary vehicle by which each of the Union's constituencies provides input into building operations and policy.

Illini Union operations have undergone tremendous growth over the last ten years. With the exception of food service, all operations have been successful. The textbook store, paperback store, campus vending, and guest room operations all make significant contributions to the Union's fiscal stability. Physical upgrading of the facility is a constant. All of the hotel rooms in the 1963 addition of the Union have been refurbished and redecorated. The cafeteria has also been extensively redesigned.

The sole operation that has had serious problems is food service. The Union managed its own food service from 1941 to 1988, and losses were absorbed by other profitable operations. In recent years these losses have had a negative impact on the staff and programs at the Union. The drastic service changes imposed in 1987 were a financial success but a public relations disaster. In August 1988 the University Housing Division, which has a very successful food service program, assumed management of the Illini Union food service. This change is expected to bring positive results.

A significant development of the past ten years has been the concern about "unrelated business" activities of auxiliary operations such as the Illini Union. The Union has been a central figure in these debates, both locally and on the state level. From the time the Union was opened in 1941, local merchants have been concerned about bookstore operations, claiming that the Union would have an unfair competitive advantage. The Union now operates a travel center, a computer store, and a candy store. It also sells softgoods.

The subsidiary activities that serve University students and faculty are important to the Union. It receives no state-appropriated funding and no direct or indirect subsidies for its operations, maintenance, or debt service.

D. MCKINLEY HEALTH CENTER

The 1980s brought significant changes in the health care delivery system at Urbana-Champaign. New and expanded programs emerged. The health center has been renovated, personnel have been upgraded, and new personnel added. Services have been expanded and reorganized. Student input into the development, management, and evaluation of the many services has been a central factor in the creation of a more comprehensive health center. Assessment of services continues through formal self-study, surveys of students, and comparisons with health centers similarly situated.

McKinley Health Center addresses primarily the prevention and treatment of illness in students; however, care is also offered to staff members who are injured on the job. They may also receive immunizations for tetanus and influenza and pre-international travel immunizations at modest cost.

The care available to students includes diagnosis, treatment, and follow-up of acute and chronic illness, mental health care, and disease prevention health promotion services. Included in these services are laboratory testing, X-rays, electrocardiograms, pulmonary function testing, minor surgery, and complete pharmacy services. These services are delivered through several subunits: Medical Clinic, Gynecology Clinic, Preventive Medicine Department, Health Education Department, and the Mental Health Department.

Students at Urbana-Champaign are assessed a health service fee each semester. In addition, they are required to participate in a student insurance plan unless they can demonstrate comparable insurance coverage. The health center is accredited as an ambulatory care facility by the Joint Commission on Accreditation of Health Care Organization. The laboratory is certified by the College of American Pathologists, and McKinley physicians are all either board certified or board eligible in one or more medical specialties. The total budget for McKinley Health Center for fiscal year 1989 is \$7.3 million, \$7 million of which derives from students fees and \$308,931 from state appropriations.

The McKinley Health Center Board has been instrumental in sponsoring outreach and informational programs through the Health Education Department. Information is distributed in the form of numerous publications and a number of scenarios that are presented by members of the staff, faculty members from various academic departments, and local physicians. Information is provided on a multitude of topics: mental health, diabetic treatment, AIDS, nutrition, peer education, substance abuse, and so on. An international health program has been introduced to provide health education for international students, and a minority affairs coordinator provides a minority health emphasis.

The center has just been completely renovated at a cost of \$4.3 million. New fluoroscopic X-ray equipment has been added. Personal computers and a new phone system have been installed.

With the arrival of a new director in August 1987, a medical clinic reorganization implemented one large appointment clinic and a much smaller clinic for walk-ins. This resulted in dramatically less waiting time. The renovation of the health center was completed in September 1988. Students and staff are pleased with the significant improvement the renovation has made in the center's operation and appearance.

Expanded marketing and promotion activities, with efforts coordinated by a standing committee, have succeeded in providing the student body with a greater awareness of the scope and quality of health center services.

Since August 1987 the new director has made special efforts to expand significantly the participation of staff in the formulation of health center policies and programs. Through this participative management style, the goal of increasing employee involvement in planning has been reached.

E. ASSEMBLY HALL

The year 1988-1989 marks a milestone in the life of the University of Illinois Assembly Hall—the celebration of its 25th anniversary. Opened in 1963, the Assembly Hall can claim many "firsts" in its proud history: the first multiuse facility to open on a college campus; one of the first such facilities to have a seating capacity of more than 15,000; a pioneer in developing procedures for operating university arenas as auxiliary enterprises rather than as adjuncts of athletic departments; and the architectural distinction of being one of the two largest, edge-supported domes in the world.

In designing the Assembly Hall, the University sought a "totally functional" building. Accordingly, this multipurpose facility offers at least four different arenas under one roof: a 17,000-seat arena used for varsity basketball, other sporting events, and shows of all sorts in the round; an 11,000-seat setup for rock music performances; a 7,700-seat half-house used for certain stage shows; and a 3,600-seat theater.

No tax funds were used in the original financing of the Assembly Hall, nor are they used in the current operation. Student fees and building income combine to amortize revenue bonds and to offset annual operating expenses.

During 1987-1988 approximately 50 percent of the Assembly Hall's \$5 million budget was supported by student fees. The remaining \$2.5 million was generated by the Assembly Hall itself through ticket sales, concessions, catering, rentals, and the like.

Outside organizations may rent the Assembly Hall for conferences, conventions, trade shows, and similar events, provided there is no admission fee or professional entertainment. Students enjoy priority on the use of the Assembly Hall, have the opportunity to purchase tickets before the general public, and receive a price discount on most tickets.

Along with other student fee-supported enterprises, the Assembly Hall presents its annual budget proposal to the Service Fee Advisory Committee, comprised of undergraduate students, graduate students, and faculty-staff members.

The Assembly Hall works cooperatively with an advisory committee, student promotion and production organizations, and University administrative service units to provide entertainment and cultural events for the campus and surrounding territory. The advisory committee, composed of five undergraduate students, two graduate students, and four

faculty-staff members, advises the director on policies related to the use of the facility and on the type, balance, and distribution of entertainment events. Historically, the Assembly Hall works most closely with two student organizations, Star Course and the Illini Union Board, which produce their own entertainment events or bring performers to the campus. This cooperative relationship provides an excellent educational experience for student volunteers, who learn the basics of concert production, building operations, and management from their Assembly Hall counterparts and a diversity of program options. Offering a greater seating capacity than Foellinger Auditorium, the Assembly Hall also contributes to the revenue base of these student groups.

During its 25-year history, more than 14.5 million people have attended Assembly Hall events. Its unique design and flexibility make it a campus showpiece. It remains a model entertainment facility for college and university arenas throughout the United States.

F. CONCLUSION

Those units reporting to the vice chancellor for student affairs have not come through the 1980s unscathed. Budget reductions were suffered by all of the state-funded units in years of financial stress. However, when one reviews the changes in this area of the University's operation during the past decade, it is heartening to note that a great deal of innovative change has occurred in response to student needs.

As state funds were withdrawn from the budgets of several units, they were replaced by income from student fees. Users are paying directly for more of the services they are receiving. At the same time, students have become much more involved in determining what those services will be and how they will be presented and administered.

Those units that rely largely on student fees for their income have been able to meet the majority of their goals and objectives. Those units funded on state monies have not been at all expansive in their planning and have been limited in doing all that they would like to do. There have been increasing demands in International Student Affairs, Minority Student Affairs, Student Financial Aid, and Career Development and Placement. These demands result from changing student expectations, increasing enrollments of international and minority students, and increased state and federal regulations that require implementation and continuation. Still, these units have done a good job of setting priorities, and they have done an excellent job of addressing their top priorities.

Perhaps improved state funding in the near future will make it possible for them to progress further down their priority lists.

Much more emphasis has been placed on fostering student leadership, on developing student internships, and in devising programs through which students help and advise other students on a broad variety of topics. Such programs have not only helped to develop student participants, but have also made it possible for the Office of Student Affairs to broaden and improve the services it provides.

On the whole, the facilities that are used by the units in this segment of the University are in excellent condition. The Illini Union has always been well maintained. The residence halls have an excellent maintenance program and have just had the benefit of a great deal of remodeling and expansion. A separate facility was recently leased for the Office of International Student Affairs, greatly improving the situation of that unit. This facility parallels the Afro-American Cultural Center for Black students and La Casa Latina for Hispanic students. The Assembly Hall is in good condition. McKinley Health Center has been completely remodeled. Additional space is needed to accommodate more student activities in the Illini Union, and more space in the Fred Turner Student Services Building would be welcome. The vice chancellor for student affairs and his immediate staff are accommodated in the Swanlund Administration Building—a gift building constructed in the past ten years.

A great deal of effort has been expended since 1979 in developing additional programs to support increasing numbers of minority students. As will be explained in Chapter Thirteen, UIUC has been successful in recruiting more minority students, and a number of programs have been expanded or introduced to support many of those students. In recent years emphasis has been put on retention of these students. They recognize that services are being provided to help them achieve their goals at UIUC, and for the most part they take advantage of these services.

In the past ten years there has been considerable reorganization within the units reporting to the vice chancellor for student affairs. The vast majority of the directors have been in their present positions for less than a decade. They provide excellent leadership, demonstrate good management techniques, and have done a great deal to improve and strengthen existing student services and to introduce new innovative programs.

CHAPTER TEN

Research

A. DEVELOPMENT OF RESEARCH IN THE PAST TEN YEARS

The magnitude of the research effort at UIUC has increased tremendously in the past ten years. This growth is reflected in the expenditure data that were presented in Table 5 of Chapter Five. The campus administration and the Graduate Research Board invested heavily in those campus units and programs that had access to external research funds, and the investment paid off handsomely. This investment can be seen in the makeup of the annual operating budget request and in the allocations made by the Graduate Research Board and the Office of the Vice Chancellor for Academic Affairs during the period. It should be noted, however, that the areas where external funding was less abundant, such as the humanities, business, and the arts, were not overlooked.

Not only have the centralized research services of such major units as the library and the Computing Services Office increased and improved over the past ten years, but the same is true of some smaller units: the Research Services Office, the Center for Electron Microscopy, and the Office of Corporate Relations and Community Development. The advent of the National Center for Supercomputing Applications has also been a very positive force in not only increasing the volume of research, but also in generating many new interdisciplinary and other research projects.

The Office of the Vice Chancellor for Research has added 4 FTE staff members in the area of research and intellectual property administration since 1978. One of those people is a patent agent. The personnel have made considerable progress in meeting their goals and objectives:

1. To identify and develop commercially significant University-based technology by all means appropriate to a publicly supported institution to bring it into practical use for the public benefit at the earliest possible time
2. To advance the respective interests of the University, its research sponsors, and its inventors and authors by
 - a. increasing the awareness of UIUC employees regarding University intellectual property policies and contractual obligations;
 - b. encouraging timely identification and disclosure of an increased number of inventions and discoveries resulting from University research; and

- c. stimulating successful technology transfer through more aggressive licensing efforts and other commercialization initiatives and increasing collaboration with industry.

Parts of the University's intellectual property policies were changed in 1978 and 1982 to address specific problems. It was not until May 8, 1986, however, that the patent and copyright policies were revised to transfer responsibility for administration of most aspects of intellectual property to the individual campuses, with principal oversight under the direction of the vice chancellor for research. At the same time, the University Intellectual Property Committee was expanded to include a faculty representative from each campus. This change, including less restrictive guidelines for technology licensing to industrial sponsors, increased UIUC's flexibility to respond to opportunities for funding and development of intellectual property. The 1986 *General Rules* revision also liberalized royalty sharing with inventors (Table 10).

In addition, a major change in federal patent law occurred with the passage of Public Law 96-517 in 1980. Current law allows universities the option of retaining ownership of inventions that result from most federally funded research, provided they agree to pursue commercial development. This change significantly increased the opportunities and obligations of the University and the campus for identifying, protecting, and licensing inventions resulting from government funding.

Table 10. Patent Royalty Sharing With Inventors

Net income	Percent
1978 General Rules	
\$0 to \$50,000	50
\$50,001 to \$100,000	35
\$100,001 and thereafter	20
1986 General Rules	
\$0 to \$200,000	50
\$200,001 and thereafter	25

Although both private and federal funding have increased steadily over the past ten years, the number of invention disclosures received per year has remained relatively stable, averaging 32 per year from the Urbana campus (Table 11).

Since 1965, the University has had a contractual agreement with University Patents, Inc. (UPI), which gave UPI the right of first refusal to evaluate, seek, and maintain statutory protection for University-owned inventions and license them in return for a share of gross income received from licensing the technology. In 1988 this exclusive arrangement with UPI terminated.

The University entered into an agreement, effective August 1, 1988, with Research Corporation Technologies (RCT) to provide services similar to those formerly handled by UPI, but RCT's initial right of access to all University technology is on a nonexclusive basis. This change will permit more flexibility in the evaluation, protection, and commercialization of University-owned technology, since the campus is now free to use the services of RCT or other technology transfer organizations or to handle such decisions in house.

A number of publications related to University patent and copyright policy, employment obligations, and sponsored research issues are in progress for distribution during this academic year. This should result in greater awareness of potentially patentable inventions by University researchers and more diligent fulfillment of the University's many contractual obligations.

Table 11. Invention Disclosure Statistics, Disclosures Received

Calendar year	Chicago	Urbana	Total
1980	20	31	51
1981	13	28	41
1982	11	31	42
1983	29	32	61
1984	14	18	32
1985	13	34	47
1986	13	43	56
1987	9	37	46

It is anticipated that the technology commercialization opportunities afforded by the relationship with RCT for new inventions, as well as the continuing relationship with UPI (now University Science, Engineering, and Technology, Inc.) for existing technologies, will result in greater invention awareness by University researchers and in the licensing and commercialization of an increased number of inventions. Long-range plans by the research administration staff include

development of a reserve fund (probably from patent royalties received by the University) to handle campus expenses related to technology protection and development, and the computerization of campus invention records.

B. THE PRESENT RESEARCH ENVIRONMENT

Faculty members with the rank of assistant professor or above are taking advantage of the current sabbatical leave policy to further their research. Each year approximately 180 faculty members (about 8.5 percent of the total faculty) are granted sabbatical leaves in response to their applications; rarely are requests denied. Faculty members on nine-month appointments are eligible for one semester at full pay after six or eight years of full-time service. Those on twelve-month appointments are eligible for nine months leave on full salary after nine years of full-time service. Of course, shorter leaves may be obtained at varying rates of pay for fewer years of service.

For FY 1988 the indirect cost recovery (ICR) income on grants and contracts was approximately \$700,000 less than the figure projected by the Office of Business Affairs. The effects of this were felt rather widely across the campus, for the ICR funds are distributed on a formula basis: 25 percent to the department generating the funds, 5 percent to the college in which the department resides, and 70 percent to the campus administration. In recent years the ICR income has been increasing by about 15 percent per year. For FY 1988 the percentage increase dropped to 11 percent. For FY 1989 it is projected to drop to 5 percent.

Although the indirect cost rate has been negotiated downward for FY 1989, it is believed that the resulting loss of income will be more than offset by increases relating to multiple year grants and contracts that were initiated in earlier years at lower ICR rates but which will be increased to the current rates when those grants and contracts are renewed.

Administrators at all levels have placed a heavy burden on the Office of Facilities Planning and Management to identify space that can be used to accommodate new and expanded research programs funded from both state and external funds. To date, it has been possible to support the majority of such space requirements, but the new space that is being built at the present includes almost no surge space for further growth. It will nearly all be committed upon completion. The space problem will continue to loom as a possible limiting factor for future research growth.

The Grants and Contracts Office maintains records regarding all grants and contracts submitted to outside agencies. Those records indicate that the faculty members are continuing to increase the number of proposals they submit each year and that the percentage of proposals receiving a positive response has remained fairly consistent in recent years at about 63 percent.

Many new cooperative ventures now being established benefit both the University and the companies concerned. Such arrangements are quite numerous and are expected to increase. They have been responsible for furthering many research efforts and will be discussed more fully in the next chapter.

All in all, the research climate at UIUC remains very positive. A great deal of emphasis will continue to be given to maintaining and improving that environment in the future.

References

Sabbatical Leaves of Absence for 1989-90. Communication No. 12. Office of the Vice Chancellor for Academic Affairs, University of Illinois at Urbana-Champaign. 31 August 1988.

C. THE ROLE OF THE GRADUATE RESEARCH BOARD

The *University of Illinois Statutes* establish a Research Board within the Graduate College, with the dean as chairperson. The board is composed of eight scholars appointed by the chancellor in consultation with the dean. With current annual allocations (excluding \$2.1 million in computer allocations) approaching \$3 million, the board is an influential force in helping UIUC maintain and promote excellence in graduate education and research. These funds are allocated in response to approximately 500 proposals each year from individual faculty members requesting varying types of research support. Funds are not provided for faculty and postdoctoral salaries.

In addition to allocating research funds, the board is responsible for reviewing all contract and grant applications to external sponsors and for advising the chancellor and the dean of the Graduate College upon request. The review of external grant and contract applications is performed by the executive secretary of the board, who, with a staff of two, is also responsible for the board's day-to-day operations, including budgets, awards, accounts, and faculty consultations.

The first Research Board was appointed in 1932, but a modest research fund was a budget item of the dean of the Graduate College as early as 1906. Board members are selected not only for their scholarly reputation, but also for their interdisciplinary

nary breadth and administrative abilities. They serve staggered four-year terms and are assigned specific departmental disciplines within the five subcommittee areas of fine and applied arts, humanities, life sciences and agriculture, physical sciences and engineering, and the social and psychological sciences.

The number of regular Research Board applications by academic year is shown in Figure 18. Each application is usually reviewed by three board members who are faculty peers and who are chosen on the basis of suggestion by the applicant, keyword computer searches of a database of faculty research interests, or on the basis of the experience of the board member to whom the application is assigned. The success ratio of the applicant is about 70 percent, with 20 percent being fully funded and 50 percent partially funded.

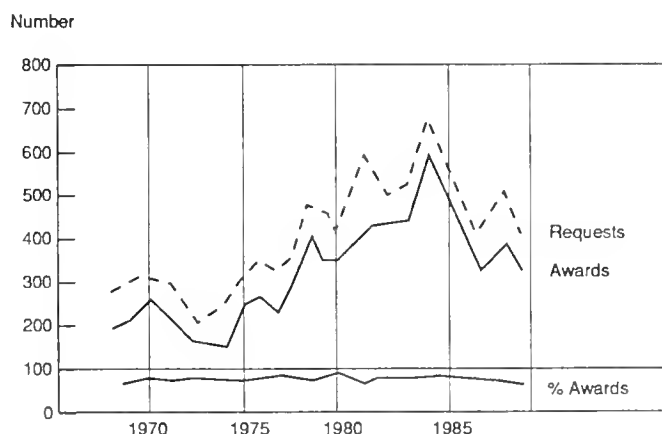


Figure 18. Research Board applications by academic year.

The total amount of authorizations or allocations made within a fiscal year compared with the total requests is indicated in Figure 19. Authorizations are frequently made from future fiscal year budgets.

The Research Board has several distinct programs. The regular awards program helps faculty by funding research assistants, equipment, extraordinary supplies, publication subvention, travel to research sites, or similar needs. The numbers of awards made in FY1988, according to subcommittee areas, were 72 in humanities (including 10 humanities released-time awards), 67 in physical sciences and engineering, 49 in life sciences and agriculture, 46 in social and psychological sciences, 36 in fine and applied arts, and 31 in professional and miscellaneous units.

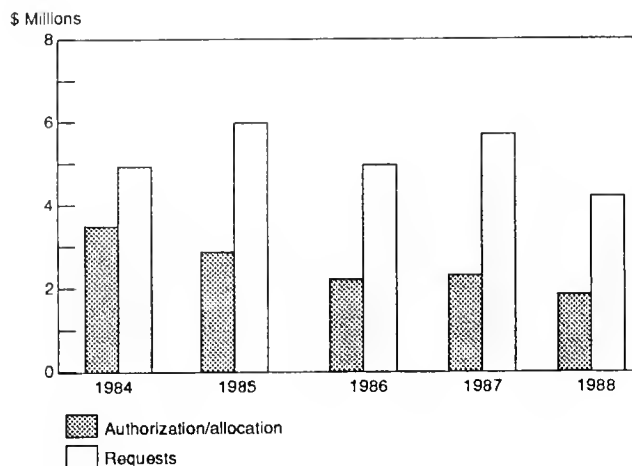


Figure 19. Research Board authorizations or allocations versus requests by fiscal year.

As shown in Figure 20, there are several components to the Research Board budget. The mixture of funds has changed dramatically in the last decade. Earlier, the board received 30 percent of the campus indirect cost recovery. That allocation formula vanished in the 1970s and was replaced in part by earnings on a \$5 million challenge-matching gift from Arnold O. Beckman (labeled Beckman-Ferguson in Figure 20). The ICR component remained static at \$1 million for four years in the early 1980s and then was replaced by \$1 million plus 7 percent of the increased ICR over a base year of 1981. Occasionally that formula is not followed. In FY 1984 and FY 1985 additional, nonrecurring ICR contributions totaling nearly \$1 million were added to the board's budget, some of which was earmarked for specific projects. State funds are used exclusively for research assistants or, in the case of the humanities, for teaching assistants in the Released-Time Program. "Other" includes patent income and royalties.

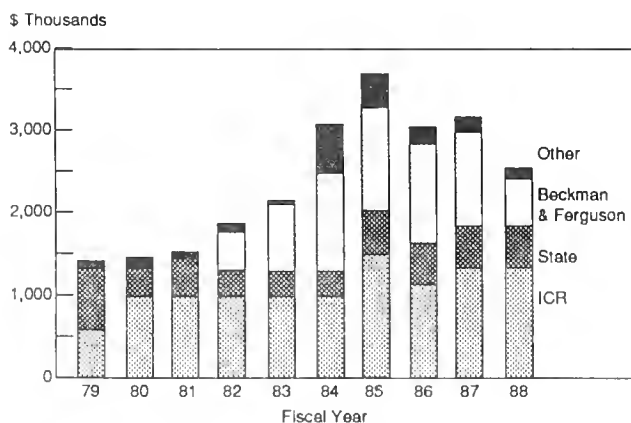


Figure 20. Research Board budgets by source of funds and fiscal year since 1979.

The reader should note that until very recently the Graduate Research Board also funded or helped to fund various faculty recruiting packages. That function, as explained earlier, has been transferred to the Office of the Vice Chancellor for Academic Affairs, where approximately \$800,000 is devoted to that need. Thus the dollar amount being spent for the direct support of on-campus research under the jurisdiction of the Research Board is considerably higher than the amount shown in Figure 20 as budgeted for the Research Board in FY 1988 would indicate.

The Scholars' Travel Program provides support for domestic or foreign travel to learned and professional societies for the presentation of papers and for the performance or exhibition of creative work. The fund was created in 1976 in response to a growing concern about the special difficulty of travel for these purposes for faculty in the humanities, fine and applied arts, social sciences, and the library. The FY 1988 annual budget for scholars' travel was \$161,000, from which 380 awards were made.

The Research Computer Allocation Program provides two types of allocations for research computer services. One is for individual faculty members involved in small or occasional computer use and currently amounts to about \$488,000 per year. In addition, computer services are allocated to departmental units for research use on a semiannual basis; current allocations total about \$1.6 million, but use is usually at a level of about 75 percent. These computer allocations are administered by an appointed subcommittee of the Campus Research Board.

The humanities Released-Time Program offers support for released time to humanities faculty to conduct specific research projects for which their own concentrated effort is the resource most urgently needed. With this support, the recipient is released from a portion of his or her teaching duties for an appropriate period not to exceed two semesters and is replaced by a teaching assistant or other qualified instructor to be arranged with the departmental executive officer. The targeted disciplines involve a somewhat broader spectrum than the title would imply; they include theatre, history, art history, and architectural history, for example.

The Graduate College Scholars' Program was established in 1984 to assist academically qualified members of dual-career couples to continue their research, scholarship, and creative activity in an academic environment. The program is part of the campus effort to address the problems in recruiting and retaining highly qualified faculty and staff because of limited

local career opportunities of dual-career couples. Members of dual-career couples, whose residence in the community depends on the employment of a member of the faculty or professional staff, are eligible to apply for designation as Graduate College scholars. They must have academic credentials of faculty caliber, have received the terminal degree required of faculty in that discipline, and have the endorsement of the head of the academic unit relevant to the potential scholar's discipline. Upon approval by the Research Board, Graduate College scholars typically receive a zero-time, nontenure-track appointment in the appropriate academic unit. They are entitled to apply for external support through the University and to apply to the Board for a one-time seed money grant up to \$3,000, plus full faculty library privileges and staff identification cards. There is a fixed budget for this program, but applications are reviewed as they occur, and all required funds come from the Research Board's normal operating budget. Typical application activity is five per year.

The recent establishment of several of these programs demonstrates the board's flexibility in meeting the changing needs of the faculty. Although new programs have evolved, all successful applicants have met the same criterion of excellence. The board does not apply different standards of quality across its breadth of programs. This policy has been an important factor in maintaining the high regard in which faculty members hold the Campus Research Board.

It should also be noted that, whenever possible, nonrecurring funds from various sources are allocated to the Graduate Research Board and to the UIUC Library. Those dollars are seen as going directly into supporting the research mission of the University.

References

Campus Research Board. Graduate College, University of Illinois at Urbana-Champaign. August 1988.

D. THE UNIVERSITY OF ILLINOIS LIBRARY

The library has traditionally been among the points of pride of the University of Illinois at Urbana-Champaign. It is the third largest academic research library in North America, surpassed only by the libraries of Harvard and Yale. The library has in excess of 7 million volumes, adds nearly 200,000 volumes each year, receives more than 90,000 periodical and serial titles, and has a staff of about 550, a materials budget of more than \$5 million, and a total budget of about \$15 million.

Many of the library's subject collections are distinguished, among them Slavic, mathematics, music, engineering, and agriculture. There are also numerous special collections that are renowned: Milton, Shakespeare, Proust, Carl Sandburg, H. G. Wells, and Mark Twain.

The UIUC Library has taken seriously its role as a "library of last resort" in the state of Illinois. In cooperation with other state-supported colleges and universities, the library has developed an automated circulation system and an on-line catalog that are primary systems for 29 academic libraries in Illinois and are accessible to all of the libraries in the state. This library, probably more than any other state university library, recognizes its role as a library for all the people of the state. During FY 1988 it loaned 136,745 books and similar materials to off-campus borrowers.

There have been numerous accomplishments in the library during the past ten years. The most important and visible has been the development of automated systems. The library has implemented an automated circulation system and an on-line catalog. A personal computer interface that connects the two allows them to appear to users as one system. The library also has made great strides in providing on-line searching of remote bibliographic database systems such as the BRS, DIALOG, ORBIT, and WilsonLine. Searching on-line databases is now done at more than twenty sites within the library system. Bibliographic instruction is another area where significant progress has been made. Individual departmental librarians, bibliographers, and reference librarians engage in a wide variety of instructional activities, including on-line catalog use seminars, class-related instruction, term paper counseling, personalized consultations, and the creation of printed user aids.

In the spring of 1984 library space was increased significantly when an addition to the bookstacks was completed. This addition contains some 55 miles of compact mobile shelving, housing more than 4 million volumes. The compact mobile shelving installation is the second largest in the world. In spite of this recent addition, stack space is now at a premium, and additional space will be required within two or three years.

The library has made significant progress in fund raising over the past ten years. What was once a very small effort is now one of the major library fund-raising programs in the country. During 1987 the library received an NEH challenge grant of \$1

million, and it is now conducting a \$3 million fund-raising campaign to raise matching funds. The goal of this campaign is to have a \$4 million endowment to provide funds for purchasing research materials to support the humanities.

The present state of the library, while basically good, does not equal the strength it enjoyed in the past. All research libraries have faced difficult times recently, in large part because of the devaluation of the dollar and the resulting pressure on their materials budgets. The UIUC Library has experienced this problem, but has had an even more difficult time because of recent reductions in staff and an inadequate operations budget. Materials budget increases, while not sufficient to maintain purchasing power, have been reasonably good and have allowed the library to keep the number of journal titles that had to be canceled to a minimum. The inadequacy of the operating budget has been a long-term problem that was exacerbated by the recent budget reductions. Lack of funds for equipment will become an increasing problem as the need for equipment associated with technology increases. Finally, space is a difficult and complex problem. There are plans for a new engineering library, a new agriculture library, expansion of the law library, and a special collections library. All of these facilities and another addition to the stacks will be needed if the library is to continue to house its growing collections.

The library has many plans for the future. The three areas that will receive particular attention are automation, additional space, and plans to deal with changing technology. First, there is a clear need for enhancements to the on-line catalog, for rewriting the circulation system, and for developing an automated system to support the internal operations of the library. Planning for this has begun and will continue. Second, there is an urgent need for additional space. A feasibility study indicated that it would be possible for the University to raise private funds for new libraries. In the near future a decision will be made about whether that program should proceed. But whether it does or not, some strategy to acquire increased space and to reallocate existing space is needed. Third, new technologies are emerging, including optical disks, new telecommunications capabilities and nonbibliographic databases. The library will need to develop plans to take advantage of these technologies and thereby to remain the forefront of university libraries.

In conclusion, it is important to stress that the University of Illinois has an outstanding library. There are problems with the present level of funding, and that funding will have to be increased if the library is to maintain the excellence that has been a longtime tradition. But the foundation is sound. With

reasonable increases in sustained financial support, this library will be able to maintain its position as one of the world's greatest bibliographic resources.

E. SURVEY OF COMPUTING SERVICES

Responsibility for the total computing environment on the UIUC campus is fragmented among the Computing Services Office (CSO), the National Center for Supercomputing Applications (NCSA), the Administrative Information System and Services (AISS), the Computer-Based Education Research Laboratory (CERL-PLATO), and the Office of Telecommunications (Telecom). Historically CSO provided mainframe computing, CERL-PLATO developed computer-based education systems, and AISS was responsible for administrative computing. NCSA has recently brought supercomputing to campus, and most recently Telecom has been responsible for laying fiber and planning a campuswide network system. The existing fragmentation reflects the size and diverse needs of separate campus groups that generally carved their niches eight to ten years ago when computing was the province of a relatively few specialized individuals.

A major goal of the campus administration in the last year has been to evaluate and develop plans for the effective management and coordination of the rapidly expanding campus computing resources. The chancellor's Allerton faculty conference in 1985 focused on how personal computers and electronic networking would transform educational and research processes. Last year the Advisory Committee on Campus Priorities was appointed to look at the total picture of computer services at UIUC. Its report was presented in July 1988.

During the last decade CSO has been responsible for providing computer support for instructional and research programs throughout the University. Mainframe machines are interconnected and serve a network of remote facilities, public terminal sites, graphics equipment, and dial-up terminals. The times and technology have changed, and UIUC is now entering a new era of distributed computing. Although the trend is toward relatively inexpensive microcomputers, several departments now own their mainframes and mini supercomputers. The fastest and most powerful supercomputers now reside in NCSA.

The growth of supercomputing capability at NCSA since installation of the first CRAY X-MP/48 in November 1986 is shown in Table 12. Although NCSA serves as a national resource, it is used heavily by UIUC faculty. As of July 1988

more than 30,000 hours have been allocated on the supercomputer for 284 UIUC projects. More than 800 UIUC faculty members and students have had access to the NCSA supercomputers.

Table 12. Supercomputing Resources Managed by the National Center for Supercomputing Applications

Machine	Configuration	Date available	CPU* hours available annually
X-MP/48	4 Processors 8 Mword Central Memory (CM) 2.1 Gword Disk	11/86	30,000
CRAY-2	4 Processors 128 Mword CM 5 Gword Disk	11/88	30,000
Alliant FX8	8 Processors 256 Mbyte CM 5 Gbyte Disk	1/87	60,000
Mass Store IBM 4341-P2	System File Server 1 Processor 8 Mbyte CM 12 Gbyte Disk 3480 Tape	1/86	Not applicable
Public Workstations	4 Suns 2 Silicon Graphics 1 PS 390 2 MicroVax II 8 Macintosh II 4 IBM PC/AT	5/86 10/86 5/86 5/86 3/88 1/86	

* CPU = Central Processing Unit.

The role of CSO in computing on this campus is changing. Although there will continue to be a need for centrally operated mainframes, which CSO will manage, CSO's responsibility will increasingly be to offer computer-related user services to the campus community. The size and scope of CSO activities today and a decade ago are compared in Table 13. The increased budget has gone almost exclusively into additional salary lines to support micro and mainframe consulting services, maintenance, short courses, and seminars.

CSO provides about 200 microcomputers for public use. Additionally, there are 300 more that have been placed in

student residence halls, purchased and maintained from a special housing fee assessed on all hall residents. All graduate and undergraduate students have also been assessed a \$20 computer fee each semester since the start of the 1987-1988 academic year. These funds are allocated by a committee of students and faculty in response to proposals by various units on campus. The approximate \$700,000 collected annually has been used to develop computer laboratories around campus, to hire consultants, to write special software, and for a variety of other computer-related functions. CSO has recently established a Microcomputer Center in the Illini Union to improve student, faculty, and staff accessibility to microcomputer consulting and to offer an opportunity for them to try new software programs and computers before they make a purchase decision.

Table 13. Computing Resources Managed by the Computing Services Office (CSO)

	1978	1988
Number of mainframes	2	8
Memory	9	342mB
Disk space	2.5gB	35gB
Terminal ports supported	100	700
Active users	8,000	20,000
Number of CSO PC's	7	200
Total on campus	< 30	> 10,000
Total budget of CSO	\$3,200,000	\$5,100,000
Personnel	900,000	2,500,000
Computing hardware, software, supplies	2,300,000	2,600,000

For the ACCP (Advisory Committee on Campus Priorities) report already mentioned, departments on campus were surveyed as to their computing needs over the next five years. The current trend seems certain to continue, with central mainframe computers increasingly giving way to a system of distributed computing. A dramatic increase (from 33 percent to 63 percent) is anticipated in the number of students required to complete course assignments using computers. Some of this demand may be fulfilled by PLATO, which has developed approximately 8,000 hours of instructional material in more than 100 subject areas. An average of 1,700 terminals were connected to the CERL-PLATO system during July 1988 (Figure 21). Using satellite communications, many of these are off campus and bring low-cost computer-based education to a

nationwide network of students. The present licensing arrangement for PLATO-developed software does not provide sufficient incentive to encourage UIUC faculty to continue to write software for the system. A review of the current arrangements is under way to ensure that development of new course work will keep pace with the demand for computer-based education.

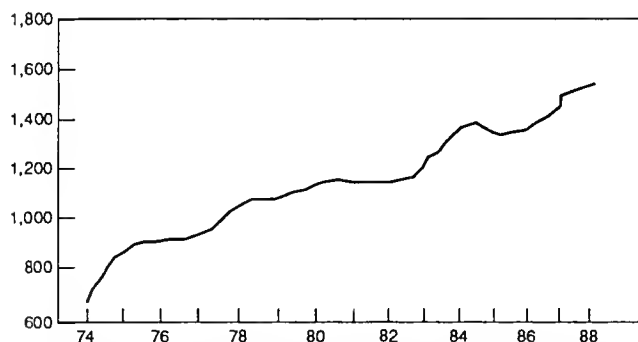


Figure 21. Number of terminals connected to the CERL Plato System (12 month moving average), January 1975 through July 1988.

An area of concern identified by the ACCP was the lack of a comprehensive plan for completing and managing the new University network system. A committee has been appointed to develop a plan to coordinate the efforts and needs of Telecom, CSO, and AISS in electronic networking. During 1986-1988, and in conjunction with the University's project to install a telephone switch, universal office wiring for low speed data, universal building wiring for medium-speed data and video, and universal wiring for high-speed networks over fiber have been installed. Although the high-speed fiber optic backbone network is in place throughout the campus, only 47 buildings (out of more than 200) have been connected at this time. Considerable expense is involved in bringing the network fiber to individual buildings, in purchasing gateway machines, and in maintaining and supporting the equipment once it is installed. These concerns will be the focus of the Network Planning Committee, and it is expected that in the next five to ten years the network will be expanded to every building, thus providing a coordinated network environment on campus and access to external networks.

The ACCP strongly recommended the formation of a permanent strategic planning committee for computing, which would report to the chancellor. This committee would provide for better cooperation and coordination among various departments, including CSO, NCSA, AISS, PLATO, and

Telecom. The next ten years will bring as many changes in computing services at UIUC as the last ten. As changing technologies and increased instructional and research computing continue to place more demands on the system, the challenge will be to manage the growth that is certain to occur. Many of these recommended activities will be undertaken by the Network Planning Committee.

References

Computer Services at UIUC: A Report by the Advisory Committee on Campus Priorities. Advisory Committee on Campus Priorities, University of Illinois at Urbana-Champaign. July 1988.

F. CONCLUSION

The research enterprise of the University of Illinois at Urbana-Champaign is undoubtedly the primary contributing factor to its reputation as one of the top public universities in the nation and as the flagship campus among the public institutions of higher education in the state of Illinois. That portion of UIUC's operation has continued to grow and flourish in the past ten years. Many new research programs, often interdisciplinary in nature, have appeared, along with a number of new centers, some of which are national in scope.

The campus has been fairly successful in keeping abreast of the changing technology in the research services it now provides and the equipment available to its researchers. Although the library is extremely lean in its staffing and expense budget, its acquisitions budget is such that it is able to do a fairly good job of purchasing required research materials.

Faculty members continue to be successful in attracting outside research dollars. Incentives for such efforts have improved. Relationships with industry and business are increasing and improving, and more cooperative research with these entities is expected.

Although computing at UIUC has developed in a largely uncontrolled manner, units on campus find that they have very good access to the computing services they need—whether those services are in house or centralized. The campus administration will continue its efforts to coordinate, in a rather loose and nonrestrictive fashion, the acquisition of computer and software gifts, the purchase of computer equipment, the operation of the computer service units, computer repair and maintenance, and the networking of the campus.

Even though incremental state funds have not been provided in the past two years for the research programs featured in the UIUC operating budget request and even though there has been a dip in the annual percentage increase in grant and contract funds and ICR funds coming to UIUC, the majority of the faculty members are still optimistic about their ability to continue finding resources to support their research.

Although a great deal of new research space has been constructed on the campus in the past ten years and although many additional square feet are currently under construction, a number of outstanding units are finding it more and more difficult to perform cutting-edge research in the space assigned to them. At present the lack of adequate space appears to be the major limiting factor for research growth in the next ten years. The campus administration is at present combining its efforts with those of administrators from the central administration to find new ways to fund the construction of new space, to encourage the development of space for lease-purchase, to reduce building costs, and so forth. These efforts have already met with some success, and further success is expected.

CHAPTER ELEVEN

The University and the Larger Community

In recent years UIUC's ties to the outside world have grown on a grand scale. At all times the University has faculty members doing research, providing public service, and teaching around the world. Its links to business, various governmental agencies, and industry in Illinois and elsewhere have increased in number and have been greatly strengthened. Its work touches major governments, educational institutions, communities, and individuals. It addresses the problems of people living in rural as well as in metropolitan areas and provides service for both.

UIUC has alumni in nearly every country in the world. Many of these people have important positions in agriculture, government, business, medicine, education, and industry. Their allegiance to their alma mater is strong. In recent years UIUC has begun to turn to the alumni and the institutions they represent for financial support. The response has been excellent, for in most cases the members of the audience addressed would like to help the institution that contributed to their success.

Without being all-inclusive, this chapter will mention a few prominent developments that indicate UIUC's external commitments and will describe recent plans, actions, and programs devised to raise funds to supplement those provided by the state and by various federal agencies.

A. THE COOPERATIVE EXTENSION SERVICE

The Cooperative Extension Service in the College of Agriculture helps people apply knowledge, generated through research, to solve real-world problems and to improve the quality of life. Cooperative Extension has a cadre of subject-matter specialists on campus and in regional offices and a complement of Extension professionals (Extension advisers) located in nearly every county in Illinois. This staff of specialists and advisers, along with supporting nonacademic staff, represents the University of Illinois to literally millions of Illinois citizens.

The Cooperative Extension Service recently established a "Rural Route" program to help Illinois farm families cope with the financial pressures resulting from depressed worldwide markets for agricultural commodities, high interest rates, and deflated land values. One example that illustrates the nature of the problem and the benefits of the Cooperative Extension Service is from a letter received by an Extension adviser in a central Illinois county:

Around the end of 1986, we called your office to see if you could supply us with information concerning the then-new Chapter XII for farmers. We were deep in debt from our purchases of ____ County farmland in 1978-79. By 1983 we had sold a portion of the land at a loss, surrendered life insurance policies, sold some rental property and \$122,000 worth of machinery. All of this we did to lower our debt. At the time we contacted you we had scaled down our farming operation as much as possible and taken work off the farm. Still, we were facing a debt of \$256,000 on land that was then worth \$140,000.

... With your encouragement, we made an appointment with those persons involved in the Rural Route program in Macomb, Illinois. The man and woman who worked with us were extremely helpful. We really wanted to avoid bankruptcy of any type if we could do so. They helped us. . . .

To make a long and difficult story short, last July we were able to deed the land back to the Land Bank, along with a settlement. Recently we settled our debt with FIIA, who had second lien on the land. . . . It was difficult even calling you that day for information, but it was one of the wisest things we did. Your help that day set into motion a chain of events that helped us get back on our feet. We are extremely grateful to you.

In addition to addressing the financial crisis, Cooperative Extension in recent years has played a key role in assisting the Soil Conservation Service and the Agricultural Stabilization and Conservation Service in implementing the conservation titles of the Food Security Act of 1985. Extension advisers are also helping adolescents deal with the pressures they face in the world of the late 1980s. Efforts are also devoted to helping families, wherever they are, gain additional knowledge to help them plan for more effective use of the financial resources available to them. Extension efforts in the 1980s focus on the needs of a variety of families, including those with single parents who are still children themselves. In a very real way Cooperative Extension is helping families and individuals in Illinois use knowledge to improve the quality of their individual and collective lives.

The Cooperative Extension Service has made a significant change in direction for programming in the future. The emphasis is on the critical issues facing Illinois citizens. These issues are brought into sharp focus by self-studies conducted in each county as a part of the program development process. The issues that are providing a sense of direction to the Extension program for the next five to ten years include the following.

1. Competitiveness, profitability, and sustainability of agriculture
2. Family well-being
3. Food, nutrition, and wellness
4. Soil conservation and environmental quality
5. Community development and rural revitalization
6. Leadership development
7. Youth development education with a particular focus on youth at risk

To cope effectively with the complex issues listed above, the Cooperative Extension Service will find it necessary to draw on resources within the College of Agriculture and elsewhere within the University of Illinois. It will also be necessary to network with other public service agencies that strive to serve the people of Illinois.

References

This Is Cooperative Extension. Cooperative Extension Service, University of Illinois at Urbana-Champaign. 1988.

B. CONTINUING EDUCATION AND PUBLIC SERVICE

Continuing Education and Public Service (CEPS) works with campus academic units to provide a variety of credit and noncredit programs to adults and younger people in Illinois and elsewhere. Integrating teaching and public service activities within the operations of academic units is central to all CEPS activities. Continuing Education and Public Service is committed to maintaining quality standards in all of its programs and services comparable to on-campus teaching and service. An additional goal is to explore and develop new ways of organizing and operating programs and services, using the latest forms of technology, instructional methods, and proven management methods.

CEPS reports to the vice chancellor for academic affairs; the director also serves as associate vice chancellor. The office and the sections within it collaborate in the development and operation of credit and noncredit programs with many academic and administrative units on this campus, along with professional associations, governmental agencies, and others. Cooperative programs with the Chicago campus are coordinated through the University Office of Corporate and Public Service.

Eight divisions are responsible for CEPS programs and services:

1. Allerton House, the conference center for the University of Illinois, is the site for 115 conferences and meetings each year, with more than 5,000 participants from public and private organizations attending workshops and seminars that last an average of three days.
2. Conferences and Institutes coordinates more than 120 noncredit programs, lasting from one day to several weeks. Most conferences are continuing professional education activities for individuals from business, industry, government, and public service groups.
3. Continuing Engineering Education works with academic units in the College of Engineering to offer credit and noncredit programs to engineers in Illinois and in other states.
4. Extramural Courses and Guided Individual Study manages all credit and noncredit course offerings in close cooperation with campus academic units. Graduate courses and degree programs are offered at locations throughout Illinois. More than 350 courses are sponsored each year by 40 or more academic departments. More than 130 independent study courses are available from more than 25 academic departments. The regional program directors who are part of University-wide continuing education programs, also serving the Chicago campus, assist staff members with the development and location of credit courses and programs.
5. Continuing Education in International Affairs sponsors two annual world affairs conferences concerned with the study of U.S. foreign policy and international affairs, and it develops export seminars for small and medium-sized companies.
6. Continuing Education and Public Service in Music offers educational programs for adult and high school musicians on the campus and throughout the state in collaboration with the School of Music. Each year since 1949, it has conducted the highly regarded Illinois Summer Youth Music Program.
7. Continuing Education and Public Service in the Visual Arts is a CEPS liaison unit that works in cooperation with the School of Art and Design. It serves a broad spectrum of clientele, including adults interested in the visual arts

as an avocation, students at all educational levels, art museums, public and private educational institutions, professionals in the arts, governmental agencies, park and recreational programs, and private industry.

8. The Community Information and Education Service (CIES), a joint program with the Cooperative Extension Service, provides educational programs and services to local and state elected officials. Programs are developed in collaboration with other academic units such as the Institute for Government and Public Affairs, the Department of Agricultural Economics, the College of Law, and the Institute of Labor and Industrial Relations. CIES also works with state agencies, professional associations, and other educational institutions to develop and deliver programs.

During the past ten years CEPS has altered both programs and methods of delivering programs to audiences throughout Illinois and elsewhere. Major developments are listed below:

1. Increased emphasis upon offering degree programs rather than individual courses
2. More active cooperation with business, industry, and government to offer credit courses to their employees on site, with special efforts being made to develop programs in the Rockford and DuPage County areas, particularly for engineering and technology-based businesses
3. Reliance on videotapes and audioteleconferencing to supplement face-to-face instruction
4. Complete computerization of records for credit and noncredit programs, speeding registration and production of necessary materials for all programs
5. Development of special independent study courses in mathematics and chemistry for advanced high school students
6. Initiation of a central Illinois exporters association to assist the managers of small businesses wishing to develop overseas markets
7. Organization and operation of a complete curriculum of courses for county and municipal level officials

A number of efforts are now under way to expand programs and services. The following are samples of those now being explored:

1. Using desktop publishing to complete proceedings and other material for conferences and other groups
2. Increasing the use of teleconferencing for credit and non-credit programs, including transmission of information and images via computer
3. Developing educational programs for elected state government officials
4. Collaborating with academic units to provide programs on economic development for government and business officials
5. Developing programs in response to the needs of Illinois business and industry, particularly in northern Illinois and the Chicago suburban areas

CEPS has become much more active in the past decade in its interaction with prospective clientele throughout the state. It knows which programs have done well in one area of the state, and it actively markets those elsewhere. Its representatives not only make it known what the University can provide, but they also work hard at determining what programs are wanted by their various clients. They then establish the necessary ties with the academic departments to provide what is required. Modern technology has made it easier to involve faculty in such ventures, for it is no longer always necessary to travel to distant off-campus sites. CEPS now has the ability to provide instruction in several formats, using several technologies, to off-campus sites without asking faculty members to leave their campus classrooms.

Continuing Education and Public Service is tied in to the faculty governance structure of the campus through two committees. The Senate Committee on Continuing Education and Public Service reviews and discusses policy questions regarding the outreach activities of the campus. The Graduate College Committee on Extended Education and External Degrees reviews and approves graduate programs to be offered off campus. (Campus approval must be ratified by the Illinois Board of Higher Education before a degree program can be offered.)

C. INTERNATIONAL PROGRAMS AND STUDIES

The Office of International Programs and Studies (IPS) has two main functions:

1. IPS provides services to individual faculty members and students and to administrative and academic units to help them deal with the international community. These

services are provided by the Study Abroad Office, which helps students locate appropriate opportunities for study in foreign countries and the faculty and administration to evaluate these programs; the Office of International Faculty and Staff Affairs, which assists foreign scholars with visa and work permit affairs; and the Office of Overseas Projects and Foreign Visitors, which manages more than 70 active exchange agreements between UIUC and foreign scholarly institutions. In this capacity IPS also manages visiting scholars such as Fulbright and IREX visitors. It is also the administrative home of the liaison offices of the Midwest Universities Consortium for International Activities (MUCIA), which manages more than \$175 million in contracts for institutional development in Third World countries.

2. IPS raises and distributes funds to support faculty research and development in international affairs. The funds are provided in the form of faculty research grants, special grants to international scholars in the humanities, developmental travel grants, and so forth. IPS also supports certain discretionary activities of the various area and related international centers on campus. A major source of funds for this purpose is provided by an endowment that is being accumulated in response to a challenge grant from the William and Flora Hewlett Foundation.

IPS has taken an active role in the internationalization of the campus in recent years. The aim is to prepare UIUC students to be competitive in the increasingly global economy and to support faculty in the acquisition of international knowledge and skills. In addition, IPS is committed to assisting departments and colleges in obtaining the best teaching and research scholars available anywhere in the world.

Over the past four years IPS has been completely reorganized to carry out the process of internationalization efficiently and effectively. All grants are awarded by peer-review procedures, and every effort is made to alert all faculty members to the opportunities available through IPS. Study abroad opportunities have been substantially expanded, and quality control procedures have been enhanced. In addition, IPS has managed to increase its budget through regular campus allocations and from private sources in order to increase its visibility and impact on the Urbana-Champaign campus. A continuation of these activities is envisaged for the next decade. It is expected that the campus will become increasingly attuned to international developments and to the needs of the global economy over these years.

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D. LINKS TO OUTSIDE BUSINESS, INDUSTRY, AND PROFESSIONAL COMMUNITIES

Every major academic unit on the campus has ties to constituencies off campus. Just a few of these will be discussed here.

Office of the Vice Chancellor for Research

In 1985 the Office of the Vice Chancellor for Research assumed responsibility for administration of the Business Development Service (BDS), a technology transfer program established in conjunction with the Illinois Department of Commerce and Community Affairs. A major campus link to outside business and industry was created in July 1986 with the establishment of the Office of Corporate Relations and Community Development (CRCD). This office incorporated the Business Development Service and added substantial new functions.

The major goals of CRCD are listed below:

1. To strengthen University-industry and University-community relations and to encourage the development of an appropriate advanced technology industrial complex in the region
2. To work with business and civic leaders at local, regional, and state levels to promote economic development and to enhance the reputation and environment of this region as an outstanding center for industrial research and development
3. To assess the potential for a University-based research park in the Champaign-Urbana community
4. To act as the University office with principal responsibility for representing the University in the research park, if and when it is established
5. To operate a Business Development Service (BDS) to assist University faculty, staff, and others motivated to establish technology-based businesses in the local community

The staff of the Office of Corporate Relations and Community Development consists of a full-time director and associate director, two full-time clerical personnel, and student interns. Both the director and the associate director were recruited

from the private sector, where they had distinguished careers in business development and management. The director of CRCD reports directly to the vice chancellor for research.

At present CRCD is carrying out a number of activities designed to help in meeting its goals:

1. Conducting a feasibility study for a University-affiliated research park
2. Cooperating with the Greater Urbana-Champaign Economic Development Corporation in preparing a community development strategy and market analysis for attracting new businesses and retaining those that are already in the community
3. Facilitating the establishment of a business incubator in the North Campus area within walking distance of the supercomputing centers and the Beckman Institute
4. Participating in the I-57 High Tech Corridor Council and Central Illinois Corridor regional economic development programs
5. Serving as liaison to private developers seeking to build office and commercial developments in the immediate campus area
6. Assisting local start-up companies through the BDS, including market and feasibility analyses, development of business plans, development of product prototypes, and help in finding venture capital and professional management services
7. Sponsoring Entrepreneurship Forums, which bring together members of the University, the business community, and local advanced technology entrepreneurs
8. Publishing a directory of Champaign-Urbana area advanced technology firms designed to help foster public recognition of the local high-tech business community and to facilitate communication among its member firms and between these firms and the campus
9. Facilitating development of new hotel and conference center facilities that will help to support the various affiliate programs and campus units such as Continuing Education and Public Service, the Beckman Institute, and the supercomputing centers
10. Assisting in improving general community relations as the University's representative to various community business and technology groups

CRCD has drawn together many functions formerly handled by various units throughout the campus, thereby increasing the efficiency and effectiveness of campus relations with outside business and industry. CRCD has also undertaken new initiatives in regard to business development, technology transfer, and University-community relations. Success in these areas will help the campus carry out its core missions of teaching, research, and public service. For example, presence of a larger local advanced technology business community will aid faculty members in developing research relationships with the business community; will help overcome a serious problem of employment for spouses of faculty, staff, and graduate students; and will help create a more balanced community with meaningful employment opportunities for various social, economic, and racial groups.

CRCD has effectively accomplished its short-term goal of improving relationships between the campus and the business community. Longer term success of some CRCD programs, notably the Business Development Service, may be impeded by the fact that they are supported by "soft" money outside the regular University budget. While this funding has increased for the past several years, it is subject to annual appropriation as part of the budget of the Illinois Department of Commerce and Community Affairs and is subject to considerable uncertainty. Also, development of a University-related research park, should this be undertaken, will necessitate development of complex administrative mechanisms within the University and will require substantial capital funding for infrastructure and other development costs. Realistically, all or almost all of this funding will have to come from outside the University's budget. Several years will be required to assess success in achieving the longer term goal of fostering a local advanced technology business community.

Several industrial affiliation programs on the campus have the broad goal of encouraging mutually beneficial interactions between University units and industry. These programs are included under the coordinating umbrella of the vice chancellor for research.

Many of these programs, such as the National Center for Supercomputing Applications (NCSA) Industrial Partnership, the Center for Supercomputing Research and Development Affiliate Program, and the Biotechnology Center Industrial Affiliates Program, are less than four years old. Several of the eight industrial affiliates programs in the College of Engineering have been in existence for as long as twenty years. Many of the affiliate programs are associated with federally funded research centers that presume a significant and growing association with industry.

The Center for Supercomputing Research and Development has derived more than \$1.3 million in fees from its affiliate program, a substantial part of which is being used to support graduate students in areas selected by the affiliates. The program has also resulted in donations of more than \$1.9 million of computing hardware to the center, allowing students to complete thesis projects on the most advanced commercially available equipment while they develop the next generation of high speed, parallel-processing computers. At present there are eleven computer companies in the CSRD affiliate program.

In two and a half years the NCSA Industrial Partnership Program has had more than 200 corporate visits to the center for purposes of training and consulting in supercomputing. Industrial partners have brought more than \$25 million into the University. Although the direct financial benefits have been major, it is impossible to estimate the value of the partners' contributions to other projects on campus. Many other individual research agreements beyond the computing area have resulted. The program has attracted international attention as well. Foreign corporations have expressed a desire to interact with NCSA or have requested assistance in setting up similar centers in their own countries. These types of contacts have contributed to the international reputation of UIUC, its faculty, and students and provide recognition that the center is at the cutting edge of research involving new computing applications.

The Biotechnology Center Industrial Affiliates Program provides a mechanism for industrial scientists to interact with faculty members conducting biotechnology research and for the affiliates to use specialized research service facilities operated by the Biotechnology Center. In addition to the formal affiliates program, the center also represents the University on the board of several industrial consortia. More than \$10 million in new research dollars will be spent at the University in the next five years in areas related to biotechnology. The affiliates program plans to target small and medium-sized Illinois companies for the next few years to encourage their interaction with the University research community.

Currently there are eight affiliates programs in the College of Engineering with more than 100 member companies. During the past eight years, approximately one-half of the College of Engineering B.S. and M.S. graduates and nearly one-third of the graduating Ph.D.'s have been hired by companies participating in these industrial affiliates programs. The college has recently appointed a director of corporate programs at the assistant dean level to evaluate the general structure of affiliate

programs within the college in light of current disciplinary strengths and to ensure the high quality and continuity of services provided to the affiliate companies.

Over the next five years the campus will undoubtedly see the growth of existing programs and the addition of new affiliates programs, especially if federal policy continues to encourage formal affiliations with industry. The establishment of industrial affiliates programs is not without problems that must be dealt with in the coming years. The University must develop consistent policies for dealing with the issues of intellectual property and confidentiality imposed in situations where research is being supported. Considerable time and attention are required to nurture and sustain industrial relationships. Faculty members are essential to the process, but academic professionals are being hired who are adept at building and managing affiliate programs, thereby minimizing the time required of individual faculty members while preserving the important tie to industry that they represent.

College of Agriculture

The College of Agriculture historically has had close ties with the agribusiness community. Prototype products, practices, and information generated in UIUC research and educational programs have been particularly valuable to businesses that provide agricultural products such as seeds, fertilizers, pesticides, animal feeds, animal pharmaceuticals, agricultural machines, and equipment. The University plays an important role in testing and comparing these products and in generating information with which users can integrate these products and practices into effective and efficient operational systems.

The School of Human Resources and Family Studies within the College of Agriculture has close links with businesses in the food service, child care, textiles, apparel, and interior design industries. Basic and applied education and research programs conducted within the school provide valuable personnel, products, and practices for these industries. The businesses in return provide some support for research and educational programs, graduate and undergraduate student stipends, and materials and equipment for related activities.

Recently, linkages with industry have been strengthened. Private firms have been invited to use the unique machines and equipment available in pilot plant facilities in the Agricultural Engineering Sciences Building, the Agricultural Bioprocess Laboratory, and the Sponsored Research Incubator Building. Working closely with University faculty, staff, and students, these firms conduct pilot-scale research on specific food manufacturing, processing, and packaging problems encountered in commercial operation.

The pilot-plant sharing program has been successful, and demand for use of the special equipment in the pilot plants is increasing rapidly. Much of that equipment was donated by private firms. The pilot plants house a broad range of food manufacturing and processing equipment, including several special items such as twin screw extrusion equipment and facilities for continuous process fermentation. The sharing program makes for much more efficient use of expensive, specialized equipment.

Food service facilities operated by the School of Human Resources and Family Studies provide a training ground for restaurant managers and a place to test new foods, food products, and food preparation and delivery procedures. In textiles and interior design, extensive new Computer-Assisted Design/Computer-Assisted Management (CAD/CAM) equipment provides students and visiting scholars from industry with experience in using state-of-the-art computerized design approaches.

The College of Agriculture is working closely with the grain-shipping and grain-processing industries to improve the quality of grain and grain products delivered to domestic and overseas customers. A vigorous program of grain evaluation and handling research, coupled with active efforts to change grain evaluation regulations and provide incentives to produce and maintain high quality grain and grain products, is having a beneficial effect on the industry and is allowing the United States to improve its competitive position in the international markets for grain and processed grain products.

The College of Agriculture's innovative incubator program, perhaps the first of its kind in the nation, provides space and facilities for lease to entrepreneurs, fledgling firms, and established firms that want to add a new dimension to their research and development efforts. The objective is to foster public and private cooperation leading to rapid, effective commercialization of technology generated by UIUC research programs. The Sponsored Research Incubator Building, a plain, utilitarian structure on the South Farms, provides office and laboratory space for some participants in the incubator program.

Participants are given special access to unique University resources, including University faculty, staff, and students; special University research capabilities and facilities; and opportunities to consult with experts in a wide range of related fields, including business management and law. This unique opportunity for an especially close relationship with the University is provided to the private firms only for the period

during which they are conducting research and development leading to launching commercial initiatives.

The relationships generated in the incubator program are having important, positive effects on University research and educational programs. These effects include greater public awareness of University programs and capabilities; increased levels of extramural funding; lasting and mutually beneficial relationships with other public institutions, agencies, and private firms; joint research and development efforts; and increased nonacademic support staff, graduate students, and undergraduate students. In addition to these benefits, a number of promising technologies are progressing rapidly toward commercialization.

UIUC research farms scattered throughout the state provide important links to agribusiness, in addition to field-testing of laboratory and plot discoveries. Research farm superintendents and University scientists often negotiate with private firms to test commercially developed products and practices. Cooperating private firms supply equipment, materials, and financial support for these efforts. The resulting information is described and demonstrated at field days. In these arrangements, the University insists on objective evaluations of competing products and free distribution of the information. Private firms find these programs extremely useful as they develop their business plans.

Several College of Agriculture faculty members have consulting assignments with various agribusinesses and other firms related to food and agriculture. These faculty members gain important insights into real-world agribusiness activities. The private firms that use University consultants benefit by their expertise and international contacts in the academic community.

Faculty members and administrators are active in agricultural professional societies. For example, the current presidents of both the American Association of Plant Physiologists and the American Society of Agronomy are College of Agriculture administrators. Since the professional societies have members from both the public and the private sectors, close cooperative relationships between University and private sector interests are cultivated within these organizations.

College of Commerce and Business Administration

Instruction and research form the basis for the service and outreach missions of the college. The publications of the college, including the *Illinois Business Review*, the *Quarterly Review of Economics and Business*, *The Financial Review*, *The*

Academy Management Review, *The International Journal of Accounting*, and *Economic Outlook*, reach readers across the state and nation. Executives from around the world travel to Urbana-Champaign to take part in the Executive Development Programs of the college. Faculty from the college serve their professional associations as members, editors, and research evaluators and serve the University through membership on various committees. Service and outreach are important missions of the college.

The Executive MBA Program, introduced in 1975, offers a rigorous two-year program for 40 to 45 business managers. Basically the regular MBA program presented in a different format, it is especially structured to accommodate the practicing manager with full-time employment responsibilities. The sharing of the learning process with peers, the exchange of management-related experience, and the prospect of immediately using the concepts tendered in the classroom create an ideal blend of the pragmatic and the theoretical. Classes conducted on alternate Fridays and Saturdays minimize the disruption to the executive-student's work week.

The Executive Development Center has been chiefly responsible for the continuing education and public service role of the college. Attracted to the center's programs are women and men who are seeking new careers, wishing to upgrade present careers, retraining because of technical obsolescence, or learning for the sake of learning. The center's obligation to businesses, professional organizations, and governmental units is to contribute, through education, to the effectiveness with which they serve their customers, employees, and the general public. The center conducts a summer Executive Development Program in which more than 180 companies have enrolled representatives to date. It maintains a variety of management development programs of high quality for business firms, trade associations, local communities, and government agencies.

The Executive Development Center also sponsors general management programs, professional development seminars, and business programs for international managers. Enrollment in center programs has been growing dramatically in recent years. In the past three years, the center has grown 33 percent, and it will grow close to 50 percent in each of the next two years. Much of this growth is in international programs.

During the past ten years, the college has made some major advances in international education. Two new degree programs were added during this period: the Master of Science in Business Administration for International Managers, which

originated in 1985 and now has an enrollment of 26, and the Master of Science in Policy Economics, which was introduced in 1984 and currently enrolls almost 50 registrants. The college also has expanded its activities in the international contract area by serving as the coordinating educational institution for the World Bank/MUCIA/Bangladesh Business Management Education and Training Contract. The contract had an initial five-year period for \$3.6 million designed to afford long-range training and planning for the development of business education in Bangladesh. The contract has been extended for an additional year.

The Center for International Education and Research in Accountancy fosters the international development of education and research in the accounting discipline, provides a base for the international exchange of ideas and materials, carries out research programs of international interest, and assists accounting faculty and able students from other countries to come to the Urbana-Champaign campus for study and research in accountancy. Many visits from distinguished professors of business administration and accounting from other countries have added new dimensions to the college's objectives in international development of education and research. A continuing stream of foreign students and postdoctoral research associates adds variety and interest to seminars and classes.

The Office of Real Estate Research was established in 1980 in response to the growing demand for research on real estate markets and mortgage markets. The objective of the office is to maintain an ongoing real estate research and education program centered at the University of Illinois. The office has awarded more than \$100,000 in research awards in the past four years, initiated a paper series and newsletter, and inaugurated an annual Real Estate Outlook Day. Funding for the office is primarily through the real estate brokerage industry.

The Bureau of Economic and Business Research is the unit responsible for coordinating the college's research. An econometric model for the state of Illinois has been developed to serve as the basis for bureau forecasts of income, output, and employment in the state. A new publication, the annual *Illinois Economic Outlook*, was initiated in 1982 to provide synoptic analyses of the state's economy and forecasts for the coming year.

The college relies on a Business Advisory Council, composed of 85 leading executives representing both private and public enterprises, to provide continuing feedback concerning the quality of graduates and changing requirements within the

business world. These are translated into curriculum modifications designed to ensure the relevancy of curriculum material to the career interests of the students and to assist faculty members in maintaining professional currency in their disciplines. One of the council's important projects is the contribution of funds for essential college activities that are inadequately funded by the state. The council organized the Investors in Business Education (IBE) for this specific purpose. IBE contributions, as approved in general by the advisory council, support excellence in faculty teaching projects, faculty salary supplements, and faculty recruiting costs. To a lesser extent, IBE also provides funds for student scholarships, placement activities, and various functions of the advisory council.

The college sponsors an Executive-in-Residence Program whereby executives from top management in business and industry in Illinois come to the Urbana-Champaign campus for a full week. The executives, frequently drawn from the College Advisory Council, participate in class discussion, responding to students' questions and clarifying the business practices and decision making in their companies and industry. They also attend seminars and workshops scheduled during the week. The program gives students an opportunity to learn what kinds of problems businesses face and how they cope with them. Better communication between the business and academic communities is promoted by this program.

College of Education

Schools represent the primary professional constituency for the College of Education. The most fruitful linkages with schools improve educational practice even while serving the scholarship and the professional programs of the college. In recent years the college has selectively pursued programs with schools that have long-term promise of benefiting both the college and public education. Examples of ongoing programs with schools include the Reading Recovery Program, the Sizer Coalition of High Schools, a collaborative project in teacher education with Urbana School District 116, and the School Executive Doctoral Program.

In addition to its support for public education, the private sector spends approximately \$30 billion annually on formal education and training and an additional \$100 billion for on-the-job training. The Department of Vocational and Technical Education has developed a Training and Development program designed to prepare professionals to serve in training settings in business and industry, to conduct research, and to improve practice in the field. A private sector advisory board, representing 14 companies throughout Illinois, allocates

corporate internships to promising graduate students and provides advice on instruction, research, and development.

Under development is a three-year extramural program that aims to bring together Illinois industrial and business CEO's and leading professional educators in course work provided by the Institute of Labor and Industrial Relations, the Department of Vocational and Technical Education, and the Department of Administration, Higher, and Continuing Education.

The college also has an obligation to work with public officials in addressing the major issues of public education. The Office of Educational Policy and Leadership brings policymakers, school administrators, and academics together in an interactive mode in an attempt to create educational policy informed by experience and research.

College of Engineering

The Industrial Affiliates Program in the College of Engineering is designed to establish closer ties between industry and the faculty and students involved in common areas of research. Industrial affiliate members provide financial support for research and technology transfer. Affiliate programs in place include cement composites, communications, fracture control, computers, materials processing, physical electronics, polymer and composites, and power affiliates. Each of the groups meets several times annually. The cooperative education program involves more than 70 companies providing on-the-job educational experiences for approximately 300 engineering students. The engineering placement office maintains a continuous liaison with approximately 600 companies that come to the campus on a regular basis to hire engineering graduates. The engineering advisory board, consisting of 80 industrial members, meets on a regular basis with engineering administrators, providing advice for the direction of the college and its missions. It is estimated that well over 2,000 visitors from industry come to the campus each year and are involved in a variety of interactions.

Institute of Aviation

Twenty-two alumni, who hold senior positions in many divisions of the aerospace industry (airlines, military, manufacturing, service and so forth), serve on the Institute of Aviation Advisory Council, which meets twice a year. In addition to providing advice regarding aerospace needs, this council has been a mechanism for providing internships for students and for donating equipment for teaching and research.

The institute has set up internships with the corporate pilot departments of United Technologies and Masco Corporation.

The Aviation Research Laboratory currently has research contracts with the Boeing Aircraft Company and has previously conducted research on information displays for General Motors Corporation. The Aircraft Maintenance Technology Department has used the institute's aircraft fleet to test products and collect data for Porous Media, Slick, AMOCO, Shell Oil, Phillips, and AMZOIL.

Institute of Labor and Industrial Relations

ILIR has established numerous relationships with industry that are facilitated by or reflected in its extension programs and their advisory boards (LEP and MEP), placement and recruitment activities, student internships in private companies and governmental agencies, corporate- and union-funded fellowships, colloquia, faculty consulting, ad hoc and visiting instructors drawn from the practitioner community, the quarterly publication of *The Illinois Public Employee Relations Report* aimed at management and union public-sector practitioners, alumni relations, and participation with representatives of corporations, labor unions, and public agencies in the Industrial Relations Council on GOALS (the program established by a consortium of ten universities for minority student recruitment and support). These relationships have continued to grow and prosper over many years.

College of Liberal Arts and Sciences

LAS departments are fully participating in academic and disciplinary organizations. Many have working relationships with governmental and corporate institutions. They often cultivate and maintain active communication with their professional and graduate alumni.

As might be expected, the chemical sciences enjoy good relations with professional groups and with industry. Chemical engineering has 46 industrial sponsors and conducts regular meetings with department alumni from corporations. Biochemistry has fellowships sponsored by corporations. The Department of Chemistry, which produces a large number of Ph.D.'s, enjoys good financial support from alumni and is highly visible within the discipline nationally. Many faculty members, for example, are members and have been officers of the American Chemical Society.

Departments in the life sciences receive some corporate support. One faculty member receives regular financial support, several conduct contract work, and several enjoy research support from foundations.

Geology has well-developed relationships with the U.S. and the Illinois Geological Surveys, as well as the National Laboratories. Anthropology has contracts with the Illinois Department of Transportation for the Resource Investigation Program, and Geography has had a long relationship with the Army Corps of Engineers Research Laboratory (CERL).

Aside from the normal disciplinary relationships between departments and their national or regional professional societies, some departments play a special role. English, for example, has for several years been the base for the Illinois Association of Teachers of English and the home for the *Illinois English Bulletin*. The American Association of Teachers of French is located at UIUC, and its executive director has in recent years been a member of the Department of French.

College of Veterinary Medicine

The College of Veterinary Medicine realizes significant funding from pharmaceutical and biologics firms in a broad array of research areas. Faculty members have also developed interactions with selected agribusiness firms to provide specific training experiences for graduate students enrolled in programs dealing with training veterinarians to serve as management and animal health consultants for the swine industry. The National Animal Poison Control Center has established a series of industrial affiliate relationships with firms that use the college's Toxicology Hotline and computerized toxicology database.

The college has also developed a close working relationship with the Illinois State Veterinary Medical Association and the six regional Illinois veterinary associations. Formal relationships are in place with the Illinois Department of Agriculture and Illinois Department of Professional Regulation. Collaborative relationships have been developed with a number of the food animal and companion animal associations.

The college provides a full-service animal diagnostic laboratory for the diagnosis of both infectious and noninfectious disease conditions for livestock owners and veterinarians throughout Illinois. This laboratory was funded via an annual contract from the Illinois Department of Agriculture until 1986. Support since that time has been provided through a line-item appropriation to the University of Illinois. Several hundred thousand tests for a wide range of disease conditions are conducted each year.

The college also accepts large numbers of publicly owned companion and large animals in its teaching hospital each year. Medical and surgical procedures are carried out on about 13,700 hospitalized patients and 14,000 outpatients each year.

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E. CAMPUS DEVELOPMENT

The University of Illinois completed its first capital funds campaign, the Campaign for Illinois, in December of 1984, raising \$133 million on a goal of \$100 million. The University of Illinois Foundation planned, staffed, and directed the campaign.

Understandably, the Campaign for Illinois generated much enthusiasm and increased the desire of the entire University family for more involvement in the fund-raising process. As the campaign drew to a close, therefore, campus and college leaders began to work with the central administration and the foundation to design an organizational structure for fund raising that would offer greater opportunity for participation by faculty, department heads, deans, and the campus administration. Other key objectives were as follows:

1. To provide a staff capability that would enable the University to reach more of its alumni regularly and to involve them so as to broaden the base of alumni giving
2. To ensure that college and campus priorities for private giving were reflected in the University's overall development effort
3. To maintain the momentum generated by the Campaign for Illinois and to use this increased base of support as a springboard for even higher levels of future support

The result of this cooperative effort was the 1985 policy statement entitled *In Support of Excellence*, which outlined a more decentralized approach to fund raising at the University of Illinois. With the promulgation of this new policy, deans and heads of major campus units began to employ development staff and to implement more aggressive fund-raising programs. An important feature of this new structure was the creation of a campus-level development position, the associate chancellor for development. The person holding this position coordinates and supervises this expanding campus-based

program. The associate chancellor for development reports both to the chancellor and to the executive director of the University of Illinois Foundation, thus providing a link between campus and foundation development activities.

The increased involvement of campus-based units in the University's fund-raising program has necessitated a much greater and more systematic emphasis on communication among the units and on coordination of fund-raising activities. Development officers from all campus units are members of a Campus Development Committee, which is chaired by the associate chancellor for development. It meets regularly to provide an opportunity for exchange of information, training, and mutual assistance. The Operational Subcommittee of the Campus Development Committee meets monthly and has the responsibility for assisting the associate chancellor for development in the coordination and implementation of overall development activities. The operations group is composed of the principal development officers from the colleges and other major campus-based units and the foundation's director of development. This group may also help negotiate conflicts between units with respect to solicitation programs, major prospective donors, scheduling of mailings or events, interpretation of policy, and so forth. The operations group is a vital part of the overall operation of the University's development program.

The University Development Committee, chaired by the president of the University of Illinois, sets overall policy for the development programs; approves major capital projects and campaigns; and provides essential coordination between the development activities of the University of Illinois Foundation, the University of Illinois at Chicago, and the University of Illinois at Urbana-Champaign. The membership of the University Development Committee includes the president of the University, the chancellors of the two campuses, the executive directors of the foundation and the Alumni Association, and the vice presidents for academic affairs and for business and finance. The University's general counsel is also a member of this group.

Colleges and other major campus-based units are required to submit Annual Action Plans for their fund-raising programs to the Office of the Associate Chancellor for Development. These plans include both dollar and programmatic goals, budgets, staff requirements, and schedules of all fund-raising activities planned for the entire year. Those campus units desiring the assistance of foundation support services (telemarketing, direct mail design, labels, lists) must first have an approved Annual Action Plan with the campus development office.

The University of Illinois Foundation provides an important range of support for the campus development effort:

1. Receiving and acknowledgment of gifts
2. Maintaining donor records
3. Gift accounting
4. Researching prospective donors
5. Providing publications and design
6. Providing advice on planned giving-trusts/estates
7. Supporting the President's Council (top gift recognition program)
8. Maintaining a national network
9. Operating major prospect management systems
10. Telemarketing

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F. CONCLUSION

In recent years, cuts in federal funding have forced the Cooperative Extension Service to reduce its programs. Except for these reductions, which are expected to be reversed in the not too distant future, UIUC has experienced a great deal of growth in its activities related to the external community. This growth has occurred at all levels of operation.

The central administration, working with representatives from Continuing Education and Public Service on both campuses and with representatives from a number of colleges, has increased the number of programs offered in the Chicago area and Rockford. Plans for future growth in those areas are now being discussed.

The University of Illinois Foundation has increased its activity considerably, adding a number of new employees and a new director. State funds reallocated to support this growth have provided the foundation with the expertise and resources to modernize its operation and to support expanded fund-raising

efforts at the departmental and college levels on the campus. The foundation completed its \$100 million Campaign for Illinois—the first major campaign of that sort for the University—and is now planning an even larger effort.

All of the major colleges and schools, the library, and even some departments have hired professional fund raisers to increase the influx of gift funds. These efforts have been supported strongly by the campus administration, which in some instances helped units hire new personnel with reallocated funds. Although UIUC is relatively new at the business of raising gift funds, it now has the necessary structure to move ahead in an organized and coordinated fashion. Certainly there have been some growing pains, but now that the associate chancellor is on board and communicating with college, departmental, and foundation personnel, those pains are subsiding.

UIUC is fortunate in that it has a huge alumni base to draw upon, and those alumni have always been very supportive. UIUC also has many alumni who are CEOs of major firms in the United States or who have excellent positions in their particular areas of expertise. Finally, the state of Illinois has a strong business, agricultural, and industrial community that turns to the campus for new employees, ideas, and help with special problems. These sources of financial support have remained virtually untapped in the past, but now UIUC is beginning to call upon its alumni and friends for help. These efforts are expected to be successful. Certainly they will have to be if UIUC is to maintain its excellence in the next decade.

A number of units, and even programs, have established advisory committees in recent years. These committees have provided excellent advice and financial support and have served to strengthen ties to various external constituencies. They ensure that what is being taught in the classrooms is relevant. They offer excellent advice on equipment purchases and on the development of facilities.

The concept of industrial affiliates has spread from the College of Engineering to other programs and units: the Center for Supercomputing Research and Development, the National Center for Supercomputing Applications, and biotechnology. It is expected that this concept will spread even farther, with more and more outside firms sending their personnel to the campus to work with researchers here on various joint ventures. Such coalitions have made it possible for UIUC to provide outstanding research services and equipment and to foster a great deal of new research. The College of Agriculture,

with its new incubator building and a number of joint programs cosponsored by various state professional associations and industrial firms, is moving in the same direction.

The advent of the Office of Corporate and Community Affairs signals once again the efforts of the campus administration to coordinate and expand yet another phase of UIUC's relationship with the larger community. After little more than a year of operation, reports from this quarter indicate that this new unit will be effective at its task.

UIUC, especially through its College of Agriculture, has always been active in its relations with foreign governments and institutions of education. These efforts, with help from an expanded Office of International Programs and Studies, have mushroomed. Not only are faculty members ranging far and wide in foreign countries on sabbatical leave, but academic departments across the University are forging new agreements on a regular basis with schools, colleges, and universities in foreign countries.

Students from UIUC can now study in almost any area of the world through the programs offered by the Study Abroad Office. International student enrollment at UIUC continues to increase, with many of the students being admitted as part of special exchange programs or as students recognized in special agreements with foreign governments or institutions of higher education. UIUC's horizons have indeed expanded. Its global vision has sharpened, and its international interests have increased. These factors are all reflected in the instructional, public service, and research programs of the University.

CHAPTER TWELVE

Undergraduate Education

A. AN OVERVIEW—INTRODUCTION

Over the past few years there has been increasing national interest in and attention to the quality of undergraduate education at American colleges and universities. This interest has prompted a number of reports that have attracted widespread interest and attention within the academy, in the political domain, and with the public generally. At the same time, many colleges and universities are taking a careful look at the undergraduate experience. What are the strengths, weaknesses, and needs? How might it be improved?

The Urbana-Champaign campus is no exception. Over the past three years the campus has been engaged in the process—initiated by former Chancellor Everhart and continuing with Chancellor Weir and Vice Chancellor Berdahl—of looking carefully and candidly at its undergraduate programs and services. A vice chancellor's Council on Undergraduate Education has been established to give continuing attention to undergraduate education; an associate vice chancellor for academic affairs with specific responsibility for undergraduate education is now in place; and the Senate Educational Policy's ad hoc Committee's *QUE Report: Enhancing the Quality of Undergraduate Education at the University of Illinois at Urbana-Champaign* is now being discussed and debated by the Educational Policy Committee and the senate. There is, indeed, a substantially heightened awareness across the entire campus at the college and departmental levels concerning undergraduate education on a whole range of issues—the adequacy of the curriculum, advising, instructional facilities, the reward structure, and the relative emphasis on teaching vis-a-vis research.

Within this changing and responsive context, the chancellor and the vice chancellor for academic affairs in particular are providing substantive leadership on improvement in undergraduate education. In this regard their public statements to the campus community are significant. These public pronouncements are an important variable in conveying to the faculty the importance of undergraduate education. During the past year UIUC Chancellor Morton W. Weir and Vice Chancellor Robert M. Berdahl have focused on undergraduate education on repeated occasions. On April 19, 1988, for example, in remarks directed to the campus community in the "Know Your University" series at the University YMCA, Chancellor Weir observed:

I have wondered what our students will have to learn to be more effective in the 21st Century. Of course, no one can predict what is yet to be discovered, but it is crystal clear to me that we will have to stress what I would call the "core" features of a college education. We must assure that our graduates of the class of 2000

- *are able to organize their thoughts and think logically;*
- *are able to write and speak coherently and persuasively;*
- *have the ability to absorb, analyze, criticize, and give an accurate account of intellectually demanding material;*
- *can engage in constructive self-criticism;*
- *have the background necessary to understand and appreciate other cultures and the wonder and beauty of the world;*
- *have come to consider learning as a lifelong enterprise; and most importantly,*
- *can make use of all these tools to become responsible citizens in an enlightened democracy.*

These are, I believe, the true goals of the educational process, now and in the future. And I ask myself: Is the education we provide our undergraduates accomplishing those purposes? . . . Each of you probably has a different vision of what a graduate of the University of Illinois will need to have learned. Whatever your vision, ask yourself: "Are we providing that education here, today?" If the answer is "no," let's find a way to make it "yes." Attacking that fundamental question about the nature of an undergraduate education will be one of the most important things we will do between now and the millennium. I look forward to getting on with the task.

More recently in a special publication, *Instruction at Illinois*, which focused on proposed improvements in undergraduate education, Vice Chancellor for Academic Affairs Robert M. Berdahl addressed the faculty and staff in the following open letter:

Dear Faculty and Staff:

In the course of the 1988-89 academic year, the campus will devote considerable attention to the discussion of the nature of the undergraduate education we offer. At the same time, we will be engaged in a searching reassessment of our direction and priorities for the next several years, especially in light of the limitations on our resources. It is important that these discussions intersect in productive ways.

Despite the fiscal difficulties we face—and perhaps in some measure because of them—we have an opportunity to shape the university that the next generation of undergraduates will attend.

All great universities are great undergraduate universities as well. The quality of the education our undergraduates receive must rank high in our priorities, along with excellence in graduate education, research and service. These missions are equally vital and mutually reinforcing.

Universities nationwide are recognizing the same fact. Major reviews of undergraduate education are under way not only on our own campus but at Wisconsin, Michigan, Michigan State and Berkeley, to name a few.

Certainly, there are indications that we can do better. A forthcoming guide to colleges, "How to Get an Ivy League Education at a State University," offers an unwelcome account of undergraduate education at the UI.

"The emphasis on research and graduate students may hurt undergraduate education," it asserts. "The following comments from students were typical: 'Overall, faculty commitment to undergraduate education is poor.' 'Usually we get papers back with little feedback except a letter grade.'"

Whether these are, in fact, typical of the views of our undergraduates is difficult to know; however, we do know that similar comments are showing up with some frequency in our own COPE evaluation process.

The danger is not that we are criticized but that we may be unwilling to consider seriously whether, and in what ways, the criticisms are valid. If we find them to be so, we must decide how best to address them. We must not be reluctant to ask ourselves some difficult questions:

- *Have we subscribed to a false dichotomy between research and undergraduate teaching, so as to excuse inattention to teaching?*
- *Have we taken the same pride in our teaching that we have in our research? Have we been willing to evaluate both with equal rigor?*
- *Have we been as concerned about the quality of our courses for non-majors as we have for majors?*
- *Have we regarded the advising of students to be as important as—indeed, an integral aspect of—the teaching of students?*
- *Has the administration, at all levels, given undergraduate teaching a sufficiently high priority. Has it given as much encouragement to the development of new courses and curricula as it has to new research?*

These are just a few of the questions each member of the faculty and administration must ask seriously as we begin to plan our future.

Our capacity to ask ourselves such questions, and to offer clear and courageous answers, will be as important as anything we do in shaping our university and continuing to earn our public support.

(Instruction at Illinois has been enclosed in the packet of materials accompanying this Self-Study Report.)

The UIUC campus is serious about improving its undergraduate programs, and there is reason to believe it is well on the way toward this objective. Although the University provides a high quality undergraduate education to its students, there is room for improvement. UIUC is looking forward to gaining assistance from the members of the NCA review team on how and where it can make improvements in this centrally important area.

This chapter indicates what the various undergraduate requirements are at UIUC, what special programs are available for undergraduates, and what the current environment is like for undergraduate students. Frequent reference will be made to the publication *Undergraduate Programs, 1987-1989*, which includes detailed information on these topics. It, too, has been included with the *Self-Study Report*.

References

Undergraduate Programs, 1987-89. University of Illinois at Urbana-Champaign. 1987.

B. GENERAL EDUCATION REQUIREMENTS

General education requirements on the Urbana-Champaign campus (beyond the campuswide *minimum* requirements of 6 hours each in the humanities, the social sciences, and the natural sciences, and satisfactory proficiency in the use of English) are established by the faculty in each college. Thus general education requirements vary from college to college. They are defined to meet the education objectives of specific programs of study and are described in detail for students in *Undergraduate Programs, 1987-1989*.

General education requirements in the several colleges are, in effect, under constant review and revision through the course and curricula and educational policy committees in the several colleges. Moreover, as a result of increased national discussion about general education, UIUC colleges are giving additional attention to this subject, with the result being movement toward strengthening such areas as communication skills and knowledge of computers. In the College of Education, for example, a move toward expanding and strengthening the

liberal arts as part of degree requirements is under way. The College of Agriculture recently increased degree requirements in all programs in the college to provide additional course work in writing and public speaking. In the College of Commerce and Business Administration a special faculty committee is at work on a thorough review of the college's undergraduate curriculum, with special attention being given to general education requirements, international aspects of the curriculum, and basic skills requirements. Similar efforts are under way in the College of Engineering, where the dean has asked departments to undertake review and evaluation of undergraduate programs, including general education requirements.

The most recent comprehensive review on the UIUC campus of general education requirements was undertaken just a few years ago in the College of Liberal Arts and Sciences, which enrolls the largest number of undergraduates. The result of that review was a strengthening of general education requirements in the sciences and letters curriculum of the college to ensure breadth and to give more focus to specific areas of academic study considered crucial to general education. Students are required to complete broadly distributed course work in two general areas—one in the arts and social sciences, the other in mathematics and the sciences. At least ten courses must be taken, five in Area I (arts and social sciences) and five in Area II (mathematics and science). A list of courses approved for each of the general education categories is published by the college and is available in the *LAS Student Handbook*. In addition, it should be noted that the LAS general education requirements also include satisfactory completion of the campus rhetoric requirement and four semesters (16 semester hours) or equivalent of a foreign language. Students are urged to consult with their advisors regarding the choice of courses to complement their programs and to meet educational objectives. Some of the approved courses have prerequisites.

References

Student Handbook, 1988-89. College of Liberal Arts and Science, University of Illinois at Urbana-Champaign. 1988.

C. COLLEGE-SPECIFIC REQUIREMENTS

There is a wide selection of undergraduate degree programs and preprofessional opportunities on the Urbana-Champaign campus that reflect the University's academic breadth and diversity. Baccalaureate degree requirements in the more than 150 programs of undergraduate study on the campus vary from college to college, depending on the discipline and, in many professional programs, on the requirements of accrediting

agencies and the profession. Detailed information about these programs is presented in *Undergraduate Programs, 1987-89*.

References

Undergraduate Programs, 1987-89. University of Illinois at Urbana-Champaign. 1987.

D. ORIENTATION-ADVANCE ENROLLMENT AND ADVISING

The Urbana-Champaign campus offers orientation-advance enrollment programs for all new students and their parents during the summer prior to the students' first semester on the campus. Special orientation programs are also offered for minority students and for out-of-state students.

Participants in the summer orientation-advance enrollment program learn about degree requirements and select classes for the fall semester with the assistance of an academic advisor. These advance-enrolled students receive high priority in the scheduling of fall classes. In addition to academic advising and advance enrollment, the participants learn about campus life and are introduced to the wide range of student services and student activities available on campus. Campus tours also are provided.

The present Summer Orientation-Advance Enrollment Program was a subject of substantial discussion by the vice chancellor for academic affairs' Council on Undergraduate Education during the 1987-1988 academic year. From those discussions, the vice chancellor for academic affairs and the vice chancellor for student affairs have decided to make major improvements in the summer orientation program by expanding it to two days and by adding additional components to the program that will include a larger academic thrust, more exposure to faculty, and discussion of racism, date rape, and personal safety on the campus.

Major changes in the orientation program for summer 1989 may include some or all of the following:

1. Direct student-faculty conferences to supplement the current practice of group meetings of students with advisors.
2. Special lectures (two or three) to introduce students and parents to prominent faculty members and their disciplines.

3. An "Illinois Education" presentation on the overall character of the kind of undergraduate education UIUC seeks to provide its students. This presentation—viewed as a key part of the orientation program—will address the problems and opportunities of undergraduate education, concerns students (and parents) may have arising from recent critiques of higher education, and the kinds of intellectual development UIUC seeks to foster to prepare students to live and work in the complex world of the next century.
4. A Krannert program as one part of the educational experience for UIUC students. Each year many programs are presented at the Krannert Center for Performing Arts—and at other facilities on campus—which students are encouraged to attend. A program in the Great Hall at Krannert during the first evening of each two-day session for students and their parents would be an excellent way to make use of the evening and to give students the idea of "going to Krannert." The UIUC performing arts faculty will present or arrange such programs.

References

Academic Advising Referral Handbook, 1985-86. Housing Division and Unit One, University of Illinois at Urbana-Champaign. July 1986.

Illini Insight Program, 1988. University of Illinois at Urbana-Champaign. 1988.

Parent Program, 1988. University of Illinois at Urbana-Champaign. 1988.

Student Program, 1988. University of Illinois at Urbana-Champaign. 1988.

E. SPECIAL ACADEMIC OPPORTUNITIES

Placement and Proficiency Programs

UIUC's placement and proficiency program for undergraduates is a comprehensive approach that includes three main components:

1. Campus Placement and Proficiency System. UIUC administers a variety of placement and proficiency tests for all new freshmen in a Precollege Testing Program, which is administered on five Saturday test dates each spring. The major purpose of the system is to help place students in the most appropriate course in each of several subject-matter areas, but proficiency credit may be awarded in

some areas as well. Nationally prepared exams include French, German, Latin, Russian, and Spanish (ETS Achievement Exams). Students with high scores on the foreign language exams are eligible to take a departmental "validation" examination for possible proficiency credit. Locally developed exams include mathematics (intermediate and advanced), chemistry, modern Hebrew, and the rhetoric essay exam. Students with high scores on the rhetoric essay exam, coupled with a high ACT English subscore, receive proficiency credit (4 hours) for the campus basic rhetoric requirement. Scores from these placement tests are used with admission test scores for academic advising and program planning.

2. Advanced Placement and Proficiency System (APP). The Advanced Placement Program, administered by the College Entrance Examination Board, is available to prospective UIUC undergraduates. The APP is designed for high school students who are about to enter college and wish to demonstrate their readiness for courses more advanced than those usually studied in the freshman year. Advanced classes are offered in many high schools in one or more of the following subjects: art history, art studio, English language and composition, English literature and composition, French language, French literature, German language, German literature, Latin, Spanish language, Spanish literature, biology, chemistry, mathematics (calculus), physics, music literature, music theory, and social studies (American history and European history). There is a national examination in each subject, administered each year in May by the Educational Testing Service, which is designed to measure the competence of students in terms of the point at which college study in that subject should begin. The University encourages high schools and their outstanding students to participate in the program. UIUC recorded nationally the third highest number of examinations (4,754) submitted from May 1987 candidates.

Examinations are prepared and graded by national committees of high school and college teachers. They are graded on the following scale: 5, high honors; 4, honors; 3, creditable; 2, pass; and 1, fail. The results of the APP examinations are an important aspect of individual student placement as determined by departmental and college advisors.

3. College-Level Examination Program (CLEP). The Urbana-Champaign campus participates in the College-Level Examination Program, which provides entering students—usually older undergraduates—with the op-

portunity to earn proficiency credit for competence achieved outside the college classroom. As outlined in the *Undergraduate Programs Catalog*, two types of tests are available: (1) general examinations covering the broad content of a study that might be expected to be covered by several introductory-level courses and (2) subject-matter examinations covering the specific content of a single college course. Credit can be earned for some CLEP general examinations, but credit is not awarded for any of the CLEP subject-matter examinations.

Most students must fulfill general education requirements for degree purposes in four areas: humanities, social science and history, biological science, and physical science. CLEP general examinations in humanities, social science and history, and natural sciences (subtests in biological science and physical science) can be used to earn a waiver of the corresponding general education requirement, or a part of it, and to earn degree credit. Credit is not awarded by the University for scores from the CLEP general examinations in English composition or mathematics. The University recognizes that this general knowledge may have been acquired by entering students through high school work, independent study, extracurricular reading, projects, or work experience. CLEP general examinations scores can be used to earn 3 or 6 credit hours and waiver of all or part of the requirement in each of the four general education areas. College policies vary in terms of the tests that are acceptable for earning credit and waiver and in terms of the scores required for partial or complete waiver of a requirement.

Campus Honors Program

The Campus Honors Program (CHP) offers special challenges and opportunities to some of the campus's most talented and highly motivated undergraduates. The program, begun in fall 1986, is designed to foster close, collaborative relationships between top students and distinguished faculty members. This collaboration occurs through the small class size (maximum of 15 students), which ensures close faculty supervision and maximum student-faculty interaction; through a faculty mentor system for introducing students to the intellectual standards and methodologies of their chosen academic discipline; and through the many informal contacts encouraged by the program's co-curricular offerings. Currently there are four programs of noncredit co-curricular events: a Scholar Adventurers lecture series on interesting research projects in various disciplines, a Study Abroad at Home series of seminar-workshops centering on the intellectual and cultural heritage of a particular country, a series of dress rehearsals at the

Krannert Center for the Performing Arts, and an informal lunch series. The consistent aim is to encourage breadth and excellence from the outset of the students' college careers and to facilitate close interaction with role models in their academic disciplines.

One hundred new students are admitted to the CHP each year as freshmen, though it is also possible to join the program on an off-cycle basis at the beginning of the sophomore year. Designated as Chancellor's Scholars, CHP students may be enrolled in any undergraduate curriculum. Those who meet Honors Program retention requirements continue as Chancellor's Scholars during their entire undergraduate career. CHP course work is concentrated in the freshman and sophomore years, when students take small enriched versions of general education courses. At the junior and senior level, when students are necessarily and appropriately involved in their major area of specialization, they can continue to receive the benefits of the CHP by supplementing their specialized course work with interdisciplinary honors seminars. In short, the emphasis is on fundamental principles and interdisciplinary connections, because the CHP is directed at students who desire an undergraduate education that is broad and general as well as professionally specialized.

It is important to understand that CHP courses represent additional opportunities for academically gifted students, not a complete alternative curriculum. Basically they provide honors sections of general education requirements and help students discover the interrelations between their own discipline and other disciplines. In other words, the CHP does not offer a major, nor does it take the place of specialized departmental honors programs. In consultation with their departmental academic advisors, Chancellor's Scholars select their own combination of regular and CHP courses. They are not required to take specific CHP courses, but only to choose (over a three- or four-year period) from a varied menu of CHP offerings those four courses plus one capstone seminar that best fit their personal interests as well as their college and departmental curricular requirements.

Additional opportunities provided by the program include the following:

1. Financial aid
2. Grants of \$1,000 to fund student research projects during the summer and to support student domestic and foreign travel

3. Priority registration for classes
4. Graduate-student access to the University library
5. Transcript notation of Chancellor's Scholar status
6. Access to personal computers and to a specially developed PLATO communications network
7. Free computer workshops on MacWrite and Word Perfect
8. Orientation and senior sibling programs for incoming students
9. Use of Honors House, an honors student center, which offers a conducive atmosphere for study and relaxation
10. The personal satisfaction of realizing one's potential

Admission to the University of Illinois at Urbana-Champaign is a prerequisite for admission to the Campus Honors Program, although the UIUC and CHP admissions processes are separate, and interested students must apply to both. Applications for admission to the CHP are due February 1 for the following fall. Entering freshmen with high ACT-SAT scores and exceptional high school records are automatically invited to apply for admission to the CHP, but any incoming or currently enrolled freshman may ask to be considered. Acceptance is based upon such factors as standardized test scores, high school class rank and grade-point average, evidence of creative and leadership abilities as displayed in extracurricular interests and activities, and the strength of the application essay. The program is open to students in all majors offered on the Urbana-Champaign campus, and an effort is made to ensure that each incoming class of Chancellor's Scholars is broadly representative of the curricula of the University as a whole. The CHP does its best to identify students who are strongly motivated not only to excel but also to contribute.

To remain in good standing in the CHP, all Chancellor's Scholars must maintain a minimum cumulative grade-point average of 4.0 (on a 5.0 scale). In addition, all Chancellor's Scholars are expected to take one course offered by CHP per semester for their first two years in the program (unless they arrange with the director to defer this requirement). During either their third or fourth year, CHP students must enroll in one interdisciplinary honors seminar (unless a formal petition is approved by the director to substitute some other legitimate academic activity, such as study abroad). Finally, every first- and second-year Chancellor's Scholar is required to attend at least one Scholar Adventurers Series presentation each

semester. First-year students must also attend one dress rehearsal/lecture pairing, either fall or spring semester, in the Krannert Dress Rehearsal Series.

In addition to the Campus Honors Program, many departments and colleges have special honors programs that have had a major effect on undergraduate education on the campus. These programs offer special courses and seminars and independent study and thesis opportunities. They lead to departmental distinction graduation honors. Many such programs include special scholarships, prizes, and awards.

Japan House

In 1968 the School of Art and Design introduced courses in the study of Japanese arts and culture. The courses were Sumi-E (black ink painting), Ikebana (flower arranging), and Tea Ceremony. These courses have been very successful since the beginning and have, in fact, helped to sustain a great interest by American students and the local community in the traditional Japanese arts. A resident Kabuki Theatre was also established in 1968 at the Krannert Center for the Performing Arts, and that has grown in popularity as well.

Professor Shozo Sato (professor of art) initiated and still teaches the courses in the Japanese arts and he directs the Kabuki Theatre. Since 1972 he has been assisted in the Japanese arts courses by Professor Kimiko Gunji in the School of Art and Design. Two teaching assistants are also provided.

Art 209, Tea Ceremony and Zen Aesthetics, the newest course offering in the Japan House context, is offered mainly for the advanced undergraduate. This course provides students with overall knowledge of Japanese culture and arts, as well as Tea Ceremony and Zen Aesthetics. The number of students who wish to enroll in this course has increased so much that it has been divided into lecture and labs. The courses in Japanese arts enroll 50 to 60 students each semester.

At Japan House, actually removing shoes, coming into a totally different atmosphere from any other classes, students can put themselves in a different mental frame and have a chance to see things in a new light. The following are some of the learning experiences:

1. Acquiring a deeper insight into Japan and Japanese through exposure to Japanese arts and culture
2. Learning to discipline themselves and to acquire a fresh perspective on life

3. Learning to remain calm and poised while leading a busy, active life through the practice of Tea Ceremony
4. Learning to apply the four principles of the Tea spirit—harmony, respect, purity, and tranquility—to other phases of their lives
5. Learning to cope with the pressures and anxiety of their college life through the exploration of the Zen world view and to acquire spiritual strength
6. Becoming more aware and responsive to their own culture and personality after completion of the course

Open house at Japan House has been held twice a year, once in the spring and once in the fall, to share the art and culture of Japan not only with students, but with people of the community. Students display their work and serve tea to those who visit Japan House. The open house has been very successful and popular, as the attendance of more than 400 people per session has shown.

Since its inception, Japan House has been functioning not only as a classroom, but also as a place to hold cross-cultural exchanges. It is expected that it will continue to provide quality programs and will be a center of cultural exchanges in the future.

Unit One Living-Learning Center

Unit One is an academic program located in Allen Hall and is a part of the University Residence Hall system. Unit One is cosponsored by the vice chancellors for academic and for student affairs. It is funded primarily through residence hall charges, supplemented by a modest amount of state funding. The goal of Unit One is to provide an enriched academic program that also addresses the personal and developmental needs of its students while providing challenges and alternatives that are not usually available to lower division undergraduates at the University.

Unit One was established in 1972 by then Chancellor Jack W. Peltason in response to recommendations made by the Committee on the Reform of Undergraduate Education and Living. The program was established as an alternative education program that stressed faculty tutorials. It also offers enrichment opportunities (photography, sculpture, painting) not otherwise available to undergraduate students. During its formative years, Unit One was evaluated eight times. It has been maintained because of the efforts of students, faculty, parents, and several administrators who believed that the

program could meet its potential if it were properly supported and managed. Under the guidance of a thirteen-member faculty advisory committee appointed by the vice chancellor for academic affairs and with the support of the Office of Residence Life in the Housing Division, the program was reorganized in 1981 and evaluated by the campus Council on Program Evaluations (COPE) in 1983. COPE gave Unit One a strong endorsement for having significantly improved the quality and rigor of its program. The program has since been expanded from its original 150 students to its present resident population of 675. During the period of reorganization, Unit One altered its academic focus from students working with faculty in tutorials to emphasis on class-oriented programs, academic support, small group interaction, and educationally focused programming in Allen Hall.

Allen Hall houses 675 students. Approximately 90 percent are freshmen and sophomores; their curricula mirror University enrollment patterns. Students learn about Unit One through a Housing Division brochure, from friends, through high school networks, and from campus visits. Assignment to Allen Hall is based on a random selection from the group of students who meet a February 1 application deadline. This process promotes a heterogeneous student body and does not favor those students who are able to apply to the University early. In 1987, 800 students applied for 250 vacancies. Nonresidents of Allen Hall are welcome to use its programs and facilities as long as residents are given first priority when space is restricted.

Unit One features several programs:

1. Credit courses. About 30 academic courses are taught each semester. They range from elective seminars and nonmajor art courses through general education requirements. Classes are small (5 to 35 students). All courses are credited through departments; all instructors have departmental appointments. Instructors come from the ranks of the faculty and teaching assistants. All faculty members are offered the flexibility to try new ideas for course content and teaching methods. They are guaranteed small class sizes in seminar format, support services, office space, and free meals with their students.
2. In Residence at Unit One. In this program six to eight guests are brought to live in Allen Hall each year for two to four weeks. The guests provide noncredit workshops, discussions, and classes for the students of Allen Hall and the campus community. Some guests are cosponsored by the Miller Endowment as Miller Visiting Professors, and

some are featured as MillerCom lecturers during their visit at Unit One. Guests include artists, social and political activists, and journalists. They are solicited by students and staff and range in public visibility from little to very high (e.g., John B. Anderson, 1980 presidential candidate). In addition to In Residence guests, Unit One frequently houses visiting departmental faculty members who interact with students during their stay on campus. Recent notables have been American historian Henry Steele Commager, Fulbright visiting scholar Solomon Wangboje of Nigeria, West Coast artist and Visiting Miller Professor Oliver Jackson, and dancer Bill Evans.

3. **Noncredit programs.** Noncredit programs evolve in response to student needs. In the course of a school year, typical programs include topical discussions; faculty lectures; speed reading and study skills; academic advising; tutoring in math, chemistry, writing, and computer science; field trips to such places as Chicago's Art Institute; outdoor trips; and the types of programs common in all University Residence Halls, such as blood drives, social events, and films.

Unit One is staffed by a director, a secretary, and a visual arts instructor (all full-time) and part-time staff of 3 student advisors, a ceramics instructor, an academic counselor, an In-Residence coordinator, a music coordinator, about 15 rotating instructors, 4 tutors, and a residence hall staff that includes an area coordinator (associate director), a resident director (assistant director), and 9 resident advisors.

In the past few years, Unit One has served as the academic model for the development of academic programs in other residence halls on the campus. In the Pennsylvania Avenue Residence Halls several courses are offered, and an academic counselor and tutors are available. All resident advisors in the campus housing system are also trained to be academic advising referral agents by the Unit One advising staff. They are equipped with an advising referral handbook, produced by Unit One, which is distributed to the campus.

Unit One appears to be fulfilling its mission and has met the recommendations made by the 1983 COPE study. Students give the program overwhelmingly positive evaluations. Student demand is very high, as shown by a higher proportion of returning students than most other residence halls and by the many incoming freshmen (500 in 1987) who are turned away because of lack of space.

Study Abroad

The campus has provided "official" campus support for overseas experiences for its undergraduates since 1968, when the Study Abroad Office was created. Its purpose is to provide the mechanism by which UIUC undergraduates can include a period of overseas study as part of their undergraduate degree program.

UIUC pioneered the concept of course registration for "zero" hours in a college 299 rubric, a practice now widely adopted by other U.S. universities. This approach has permitted students to continue registration on campus while engaged in a period of study at a foreign institution to which tuition and fees are paid. Academic credit for the experience is converted to actual hours earned upon receipt of the overseas transcript. In most cases, grades are recorded as well. This mechanism was designed to maintain student eligibility for a variety of on-campus benefits, including some forms of financial aid. Above all, it has served to ensure quality control. To maintain their continued registration at UIUC, all students who study abroad must do so in programs either sponsored or approved by UIUC. This has enabled the University to track student activity and monitor experience in a variety of study abroad options. Although students have the option of studying abroad for credit only, academic departments are increasingly requiring that grades be reported to ensure that students maximize their academic efforts away from campus.

From the original 10 students who studied abroad in 1968, almost 600 UIUC students now exercise this option each year as part of their degree programs. This represents approximately 10 percent of the junior class—the year in which most students choose to study abroad—or almost 3 percent of the total undergraduate student body. UIUC sends perhaps the highest number of students abroad from any single U.S. campus. This is particularly significant when placed alongside the very high percentage of in-state students enrolled at UIUC. In addition to the obvious contact with new cultures, for many young Illinois residents a sojourn abroad represents their first contact with students from other parts of the United States as well.

The campus is committed to the concept that study abroad should be an option available to as many undergraduates as possible. In 1987 the campuswide Study Abroad Advisory Committee agreed upon a study abroad target figure of 5 percent of total undergraduate enrollment—almost double the current numbers. Faculty and college support for study

abroad is high. While the original support base was in the humanities in the College of Liberal Arts and Sciences, it is now being actively promoted in the Colleges of Engineering, Agriculture, and Commerce as well. New programs are being developed in these academic areas in connection with institutions in Asia, Latin America, and Europe, linking technical course work and experience with language skills. UIUC's current mission is directed toward producing professional students with true international awareness. That the University is on the right track is reinforced by the interest shown by industry in the students returning from these programs.

Although students continue to enroll in approved programs sponsored by other U.S. colleges and universities and to enroll directly in foreign universities, UIUC has developed two types of programs of its own: (1) departmental group programs in the Colleges of LAS (Japan, Spain, France, and Austria), Fine and Applied Arts (architecture in France), and Education (England); and (2) reciprocal exchange programs administered by the campuswide Study Abroad Office. UIUC students may now select from among more than 40 exchange universities in which to spend a year abroad; the campus has the largest exchange program with universities in the United Kingdom. The campus also is involved in study abroad programs with other CIC universities in Mexico and Canada and with Council on International Educational Exchange (CIEE) institutions in France, Spain, Latin America, and the Soviet Union. As part of its statewide outreach it has invited other state of Illinois universities (Southern Illinois, Illinois State, and the University of Illinois at Chicago) to share in exchanges in the United Kingdom and Australia. These reciprocal exchanges are mutually beneficial for both American students and for international students. The presence of undergraduate exchange students in the residence halls and in student activities has triggered substantial interest by UIUC undergraduates in the world outside of Illinois.

The campus is also involved in helping students who are interested in foreign governmental internships. For example, the campus has developed (in cooperation with the Department of Political Science) a Parliamentary Internship Program in the House of Commons in London and a similar program in the National Assembly in Paris. The large number of political science majors with language interests indicates that such opportunity may be explored in Germany and Spain as well. Business students may combine language and business studies with internships in local companies in Paderborn, Germany. The number of participants in these programs has tripled in the past three years.

Future developments in study abroad will show an increased effort to tie on-campus language programs with overseas opportunities, as is now the case with the Colleges of Engineering and Agriculture. For the first time, UIUC will make its international engineering programs available to engineering students from peer institutions in China, Brazil, Argentina and Australia (1989), to be followed by programs in Korea and the Soviet Union. New programs for non-Illinois students are being planned in Fine and Applied Arts under the sponsorship of the Department of Art and Design. The Department of Spanish, Italian, and Portuguese expects to open new language and culture programs in Brazil (summer 1989) and in Argentina (summer 1990). Efforts to link the study abroad opportunities more directly with the Campus Honors Program are also under way.

In summary, the goal is to make available to undergraduates a wide array of educationally sound study abroad opportunities that will help students appreciate political culture and economic diversity.

Microcomputers and Undergraduate Education

In recent years UIUC has acquired numerous microcomputers (both as gifts and as direct purchases), which have been installed in instructional laboratories across the campus and in residence halls. Software and computer training programs are being provided as well. These efforts have been expanded further through a student computer fee. The introduction of microcomputers as part of the undergraduate experience is intended to ensure that UIUC graduates will be able to perform adequately in the many fields where computer technology is now required.

A major component of UIUC's computing initiatives to help support and improve undergraduate instruction is Project EXCEL (Excellence in Computer-Aided Education and Learning). Project EXCEL was initiated in August 1984 following receipt of a \$12 million equipment grant from IBM (augmented by state of Illinois support) to support innovative instructional applications of computers and related technologies. Faculty from colleges and departments across the campus have participated in the development and application of nearly 80 EXCEL proposals (reviewed by a campus-level committee) in three areas: graphics workstation applications, instructional laboratory applications, and direct teaching applications. Detailed information on each of the EXCEL projects is available upon request. The following are examples of some projects:

1. Computer-Enhanced Conceptualization of the Principles of Plant Pathology
2. The Nuclear Fuel Cycle: Teaching Advanced Concepts Via Computer Simulations
3. New Physics Lecture Aids
4. Musical Composition/Music Formalization, Demonstration, and Instruction
5. Computer Analysis of Student Writing
6. Computer-Assisted Instructional Database Programs for History Curricula
7. Introduction of Advanced Graphic Workstations into the Teaching of Landscape Architecture
8. A Pilot Study in Restructuring Instrumentation Laboratories Used in the Teaching of Chemistry and Chemical Engineering
9. Advanced Computer-Based Instruction in Chinese and Japanese

The ultimate success of Project EXCEL will be determined by the extent to which individual projects actually improve teaching and learning. For this reason, all principal investigators have been required to develop a plan for evaluating their projects.

University Housing on the campus provides numerous facilities, programs, and staff to support students in their academic pursuits, including computing resources. These computing support services began in 1978 with the installation of computer terminals with connections to campus mainframe computers. Pilot projects using microcomputers in the residence halls started in 1985 with a major gift from IBM. The success of that program led to the establishment of a special computer fee for University residence hall students to fund a major expansion of the program. At present there are 330 microcomputers (IBM, Macintosh, and AT&T) available to students at several sites in residence halls. These computing sites also include numerous PLATO terminals and computer mainframe terminals. Software resources (built around word processing, spreadsheets, and graphic programs) and special computer training programs also are available to students. These computer resources and services have direct applications to undergraduate education in academic programs across the campus. Projects for joint development between faculty and the Housing Division are also under way, especially with

faculty members who teach freshman and sophomore level courses. Freshman Rhetoric 105 classes are now being taught in residence hall sites, where the elements of composition are being combined with computer literacy skills. Graphics, music composition, and other classes are being taught or are under development.

F. ACADEMIC SUPPORT

To get a complete view of what is being done at UIUC to improve the academic environment for undergraduate instruction, one must review the programs and services described in Chapter Eight, Academic Support Services and Programs. The efforts outlined in that chapter all relate directly to the quality of undergraduate education on the campus.

G. UNDERGRADUATE LIBRARY

The Undergraduate Library (UGL) supports the undergraduate curriculum and seeks to satisfy students' information needs, whether academic, personal, or career related. It maintains a broad, general collection of materials and services specially designed for the undergraduate community. The collection includes more than 200,000 books, 320 current magazines and journals, 63,000 audiovisual items, and 3,000 reserve readings. While the collection contains introductory and core materials in a wide range of subject areas, it particularly emphasizes women's and minority studies, college and career materials, science fiction, and self-management information. The reference collection of more than 10,000 items and approximately 60 print and automated periodical indexes and abstracts has been developed to support undergraduate research and to encourage the use of all library collections. The daily turnstile count averages 5,000 students, an indication of UGL's centrality to undergraduate education at Illinois. The UGL offers numerous opportunities for assistance and instruction in research and in the use of libraries, as well as many unique, specialized services.

The Undergraduate Library has a long-standing commitment to teaching undergraduate students to make full, self-sufficient, and sophisticated use of information resources. The bibliographic instruction program is based on the firm belief that to be successful and, more importantly, exceptional in university courses as well as in independent intellectual inquiry, students must be able to make sophisticated, informed, and judicious use of the library and its resources. Effective and appropriate research skills and strategies are particularly important at the University of Illinois, where the size, richness, and diversity of the library's collections present

special challenges for the beginning student researcher. Few if any undergraduates enter the University with the research skills necessary to exploit the resources of a major research library.

Over the past ten years the undergraduate librarians have worked closely with the teaching faculty to develop the preeminent course-integrated bibliographic instruction program at a major university in the nation. Cited as a model program, the bibliographic instruction program reaches all freshman and transfer students enrolled in courses that fulfill the University's rhetoric requirement (Rhetoric 102, 103, 104, 105, 108; Speech Communication 111; and English as a Second Language 114, 115). With the financial support of Undergraduate Instructional Awards both in the summer of 1982 and again in 1987, the previous one-size-fits-all instruction program now consists of nine distinct instructional programs, each designed to address the special instructional needs and educational preparation of the distinct student groups that make up the University's heterogeneous student body.

The nine programs include a myriad of instructional components: library tours (librarian guided and self-guided); process skills instruction; preresearch skills instruction; research skills instruction; subject seminars; research paper team-teaching; on-line catalog workshops; term paper research counseling; SourceFinder, a computer-assisted instruction program; a required research text; and one-to-one reference service. Each year more than 6,500 students are reached through 450 classroom sessions.

In a controlled study, the program significantly improved student course work, as indicated by substantial improvements in the quality and appropriateness of student bibliographies.

The CD-ROM (compact disc-read only memory) Center provides students with access to state-of-the-art optical disc systems for information retrieval. The computerized periodical indexes and abstracts available at the site include *Applied Science and Technology Index*, *Art Index*, *Biological and Agricultural Index*, *Business Periodicals Index*, *Education Index*, *Humanities Index*, *Index to Legal Periodicals*, *MLS Bibliography*, *Public Affairs Information Service*, *Reader's Guide to Periodical Literature*, *Social Sciences Index*, and *InfoTrac*. A separate information desk has been established to assist students in the selection, use, and evaluation of the databases.

The College and Career Center in the Undergraduate Library is a special self-service collection of college handbooks, job and

career guides, test preparation sources, and college rankings. The center also includes a microfiche collection of college catalogs from American and some foreign universities.

Located in the Undergraduate Library, the Media Center contains much of the nonprint material acquired by the library system. Designed for self-directed, individualized instruction, its resources in cinema studies, literature, theater, history, chemistry, and other subject areas are heavily used by students. The viewing room contains videocassette and videodisc playback equipment and television monitors, which provide access to the large collection of films, plays, and nonfiction video recordings. Slide-sound and filmstrip-sound projectors, as well as audiocassette players, are available for use within the library.

Funded by the student computer fee, the Microcomputer Lab provides students with open access to IBM and Macintosh personal computers and printing facilities. On a first-come, first-served basis, students may use the lab any hour that the UGL is open. Student monitors provide assistance with the hardware and software available in the lab.

The Undergraduate Library maintains an anonymous short-answer service known as the Question Board. Students submit questions on campus activities, sports, film, television, and so forth to the extremely popular board and watch for a posted answer.

Librarians provide reference service to meet all of the students' research and instructional needs. Reference service is designed to help with a broad spectrum of information problems, from instruction in the use of the on-line catalog to identifying current studies on the electoral gender gap.

The Self-Management Laboratory (SML) is a self-help center that addresses the personal information needs of undergraduates, providing them with current pamphlets, books, and media materials on topics related to health, personal growth, self-awareness, and academic skills. SML also contains a number of computer-based programs: Dilemma Counseling System, a generic problem-solving method to help the student solve a problem in a logical and systematic way; Sigil'us, a career guidance and information system; and Health Hazards Appraisal. Student counselors trained in interviewing techniques and campus resources staff SML, which serves as an important, nonthreatening referral point to campus counseling services.

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H. CURRENT CAMPUSWIDE DISCUSSION OF UNDERGRADUATE EDUCATION

Vice Chancellor's Council on Undergraduate Education

In May 1987 the vice chancellor for academic affairs established a Council on Undergraduate Education, with faculty representation from each college, school, and institute having undergraduate programs, along with representation from the senate and the undergraduate student body. In his letter to the new council, the vice chancellor noted: "I am establishing the Council to assist and advise me in dealing with a variety of issues relating to undergraduate education. As you are undoubtedly aware, issues relating to undergraduate education are arising with increasing frequency and urgency on this campus, as elsewhere. It is clear that they will have to be given serious and careful attention. There is much that we are doing well for undergraduates, but there are other things that we can or should be doing, or doing better, to ensure that they receive the best education that we can give them. By establishing the council, I hope to help ensure that the campus will meet this challenge as wisely and effectively as possible." It is anticipated that this new council will be an effective mechanism through which the campus can address a variety of issues to enhance further undergraduate education at UIUC. The work of the council and other undergraduate education matters are being handled—as of August 1988—by Professor J. W. Loeb, an associate vice chancellor for academic affairs, who is charged with the specific responsibility for undergraduate education.

The council is part of a two-pronged approach to the improvement of undergraduate education on the campus, with the other component being the effort at curricular review and revision represented in the *QUE Report* and the activities of both the senate and the individual colleges. During its first year of operation (1987-1988), the council chose to focus on three areas: improving the freshman year experience, improving the quality of teaching, and improving the use of micro-computers in undergraduate education. These council proposals are summarized below:

The Freshman Year. The freshman year is perhaps the most important year of a student's baccalaureate experience because it is at this time that students are least capable of self-direction in their studies and most in need of individual guidance and assessment by the teaching faculty. In attempting to address the needs of freshmen, the council made two specific proposals to the vice chancellor: a proposal to establish a freshman seminar program and a proposal to develop a new program for freshman orientation and advising. Direct contact between students and faculty members is essential to an undergraduate education of the highest quality. Close faculty-student interaction should begin in the first year and continue throughout the undergraduate experience. While upper level courses in many disciplines now offer students this possibility in the last two years of the undergraduate program, special efforts are required to make this opportunity available to students as they begin their undergraduate careers.

The Council on Undergraduate Education proposes to meet this need by introducing a freshman seminar program. In faculty-taught seminars enrolling approximately 20 students each, UIUC students in their first year would have direct interaction with faculty members in small classes in at least one of their initial courses. Such seminars would also serve to develop students' ability to analyze, interpret, assess, discuss, and write under the guidance of a faculty member. Seminars in the program would be expected to differ greatly in their specific content but to have certain common features. They would be introductory courses accessible to both majors and nonmajors; would involve reading, discussion, and writing; and would cultivate students' ability to read, write, think, and speak well.

The council has made some specific proposals in the area of orientation and advising, including the development of a new orientation program for freshmen with a "freshman mentor program," changes in the academic advising system, and the establishment of living-learning centers in the residence halls.

Some of the proposals relate to all students, but the primary concern of the council was to consider ways that the freshman year could be enriched and enhanced.

The current orientation program brings incoming freshmen to campus for one day during the summer to select courses for their first semester of enrollment and to have a general orientation to the campus. The council proposes to expand and reorganize orientation for new students to put more emphasis on orientation to undergraduate study and the academic programs and opportunities available to them. Both the freshman mentor program and the freshman seminars program would contribute to orientation in the larger sense, since the real orientation period extends through the entire first year of undergraduate study.

In the area of academic advising, one proposed change is the increased use of professional and faculty advisors, with faculty focusing their efforts in advising on substantive academic issues. Another proposed change is the establishment of a campus-based general advising program staffed by a network of academic-professional advisors and advising assistants. The council also recommended the development of a comprehensive living-learning academic support system in University-owned residence halls that would provide the services necessary to help new students adjust to campus life. The system would also serve all students with help in career development, counseling, microcomputer centers, tutoring and study skills, financial aid processing, and health information.

Improving the Quality of Teaching. In an effort to strengthen the evaluation of teaching throughout the campus in general and in promotion and tenure decisions in particular, the council made two specific proposals. First, it proposed changes in the language of the campus guidelines for promotion and tenure in order to emphasize the importance of teaching and to describe how colleague review of teaching might be accomplished. Second, the council suggested that the campus develop and distribute throughout the faculty a *Handbook on Teaching and Teaching Evaluation* that would provide information on teaching evaluation research and evaluation techniques.

Improving the Use of Microcomputers in Undergraduate Education. Although student and faculty use of microcomputers is widespread, the council was concerned that the campus take steps to coordinate better the current efforts in computer-assisted learning, to develop a mechanism for assisting faculty members interested in learning to use new technologies in the classroom, and to upgrade the facilities for computer-assisted classroom presentations. The council's proposals to address

these problems include an Educational Technologies Board, which would solicit and support proposals from faculty members aimed at improving computer-assisted learning; and a Microcomputer Resources Center, where students, faculty, and staff could acquire information on hardware, software, networking, and compatibility. The center would also provide a convenient way for faculty and staff to make hardware and software purchases at the lowest possible prices and to recirculate technology that is no longer adequate for some users but might still benefit others.

The council felt strongly that microcomputing, while relatively new to undergraduate education, is no longer simply a service, appendage, or frill. On the contrary, it has become central to undergraduate learning in every academic discipline represented on the campus. The University has a responsibility not only to help students use their time efficiently in the learning that takes place outside the classroom, but it must also help students prepare for the time after graduation, when they will be expected to work with technology to store, retrieve, and use information effectively. The Educational Technologies Board, as proposed by the council, was appointed by the vice chancellor for academic affairs in September 1988.

The QUE Report

As mentioned earlier, the Council on Undergraduate Education and its activities represent one prong of a two-pronged approach to the improvement of undergraduate review and revision presented in the *QUE Report* and in the activities of the senate and the individual colleges. Four sessions of the senate were set aside at the beginning of 1988-1989 for the ongoing discussion of the *QUE Report* and other issues related to undergraduate education. The Educational Policy Committee of the senate has brought a proposal to the senate that would provide an enhanced general education component for all baccalaureate degrees. Following senate and campuswide debate on the merits of the proposal, it will be revised as appropriate and will be submitted to the senate for action in the spring of 1989.

Instruction at Illinois includes relevant "Excerpts from the *QUE Report*" on page 6. These excerpts will introduce the reader to the highlights of the *QUE Report* rather quickly. The entire report has also been included for those who wish to read it.

I. CONCLUSION

In recent years the UIUC community has been spending a great deal of time and effort in dealing with issues related to undergraduate education and in improving undergraduate

education on the campus. The University's operating budget request has consistently included requests for additional funds for the Campus Honors Program; for reducing undergraduate class sizes in life sciences, chemistry, engineering, computer science, economics, political science, accounting, business administration, psychology, and sociology; for strengthening basic instruction in mathematics, English, and the foreign languages; for developing a Writing Center; for expanding programs in science, technology, and society; and for undergraduate instructional equipment. In the past five years the state has provided millions in incremental recurring dollars that have been allocated to such projects: \$1.3 million to the College of Liberal Arts and Science, \$800,000 to the College of Commerce and Business Administration, \$4.6 million to the College of Engineering, and \$250,000 for instructional equipment.

As current discussions of undergraduate education are concluded, it is very likely that other undergraduate improvements and programs will be proposed that will have a high priority for funding in the immediate future. For example, the council is currently working out the details of its proposed freshman seminars. They will require substantial new funds if they are to be implemented.

Comments from the NCA review team with regard to the many activities and ideas that are being discussed will be greatly appreciated. The documents enclosed with the *Institutional Self-Study* report have been included to indicate the breadth and depth of the discussions that have already occurred, as well as the topics being discussed.

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CHAPTER THIRTEEN

Minority Issues

Issues relating to affirmative action and to minority students, faculty members, administrators, and nonacademic employees have achieved a prominent and well-deserved place in the collective consciousness of the campus community during the past twenty years. This chapter will describe the many programs and activities generated in response to the needs identified in this area and to the University's affirmative action goals. A great deal of effort has been spent in attempting to increase the national pool of well-qualified minority students, staff, and faculty; to attract many minorities to UIUC; to improve the campus environment from their point of view; and to help them achieve their particular goals. A great deal of progress has been made in recent years. Still, more attention must be given to evaluating current efforts and to improving them.

A. STUDENT-ORIENTED PROGRAMS

Population demographics indicate that the decline in the number of Illinois high school graduates will continue until at least 1993 (Figure 22). However, because the drop in birth rates after the "baby boom" was not the same for all racial and ethnic groups, an increasingly larger proportion of each year's traditional pool of college applicants will be minorities, particularly Blacks and Hispanics, well into the twenty-first century.

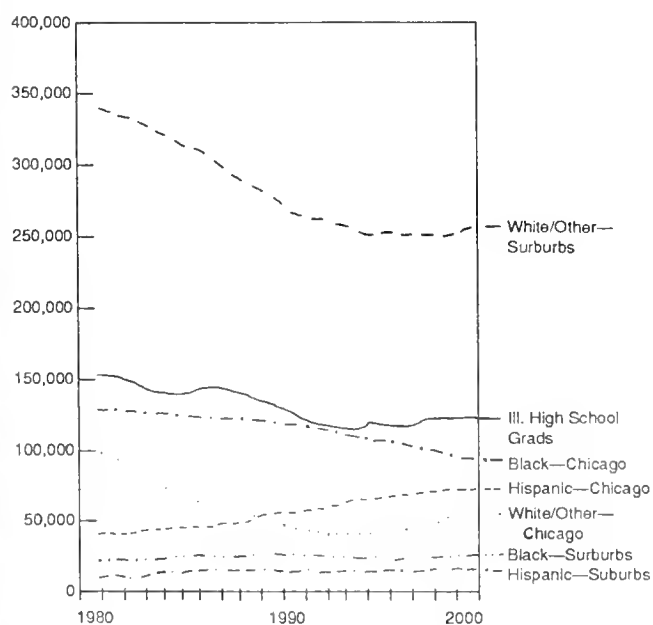


Figure 22. Demographic projections, based on projections for the 15- to 19-year-old population in the city of Chicago and in the suburban ring.

Higher education is already faced with a "pipeline problem" with relation to minority students. Too few of this growing population are going on to higher education, and even fewer are reaching and completing graduate and professional school. Large numbers of minority students are unprepared for the rigors of a university education, though they may have "completed" the prerequisite twelve grades of formal education. Far too many minority students never reach this stage of "completion," and all too many of those who do are lacking in the essential skill and content competencies required to compete with nonminority students who are more typically the products of "better" suburban public, private, and parochial school systems. Thus, though there will be increasingly larger numbers of college-age minority students from which colleges and universities may potentially draw students in the years to come, unless steps are taken to assist these increasing numbers of minorities in preparing for college, the pipeline problem will only be exacerbated by these changing demographics.

As early as elementary school, minority students—especially those in urban, public school systems—lag behind in skill development and content mastery. As they progress through the system, these early deficiencies are compounded, with the result that by the end of their high school years the affected students simply are not adequately prepared to step directly into higher education.

UIUC has been working for some time to help expand the pool of minority students properly prepared to attend the colleges and universities of their choice and to smooth the transition between high school and higher education.

Precollege Programs

Principal's Scholars Program (PSP). Initiated in 1975, PSP now involves more than 2,700 students, nearly all of them Black and Hispanic, from more than thirty high schools and organizations in Chicago, Rockford, Decatur, East St. Louis, Urbana-Champaign, and Danville. More than 500 minority students at the junior high school and elementary school level have also become involved recently in experimental, early introduction efforts.

This program has met with excellent success in that more than 90 percent of the senior participants go on to college each year. Sixty percent of those students have gone into mathematics,

business, engineering, or science—disciplines in which minorities traditionally have been greatly underrepresented. The mean ACT score of participating students has increased markedly in those schools that have been involved in the program for a number of years. The program has achieved national recognition and has attracted thousands of dollars in support from business and industry.

The successes of the Principal's Scholars Program are due in large part to its selectivity, its organization, and its strong motivational components.

Students—usually ninth graders—who have displayed an interest in building solid skills in mathematics and science are selected by their high school principals or their representatives to participate in the program. After being identified as potential Principal's Scholars, students and their parents meet with staff members from the University of Illinois and from the students' high schools to discuss the merits and requirements of the program.

A key to the program's success is in the combined motivations of the student, his or her parents, and the program's faculty and staff. Therefore, all students entering the program must have the full support of their parents.

Participating students must have strong convictions, strong resolve, and strong support if they are to complete PSP's rigorous academic program. Students must take four years of mathematics, including an introduction to calculus; four years of English; at least two years of a foreign language; at least two years of social studies; and at least two years of laboratory sciences, including physics, biology, and/or chemistry. This kind of advanced precollege curriculum is not typically found in the students' regular high school programs.

Competitions in mathematics, writing, speech, and science, as well as an annual science fair, create regular opportunities for students to meet and compete with others who share the same goals and aspirations. Central to the PSP philosophy is the belief that students should not limit themselves solely to academic pursuits. For that reason, they are encouraged to participate in the program's extracurricular cultural, recreational, and educational activities.

To supplement their studies in English, art, drama, foreign languages, and social sciences, students in or visiting the Chicago area are encouraged to take advantage of trips to the

Museum of Science and Industry, the Field Museum, the Planetarium, the Art Institute, the Oriental Institute, the Chicago Board of Trade, and historical neighborhoods such as Graceland and the Pullman area. Students often attend plays in many of Chicago's theaters.

Special summer educational programs provide students with opportunities to work and study in the various colleges at the University of Illinois at Urbana-Champaign. Field trips to college campuses, plant sites, and industrial facilities allow students to develop an understanding of how their classroom preparation might be applied in a college or work environment after they graduate.

Teachers in the Principal's Scholars Program are also selected by their principals to participate in advanced workshops on curriculum content and special in-service training programs on the uses of new teaching materials. Their attitudes about teaching and the personal interest that they take in their students make the learning experience an exceptional one for students and teachers alike.

For all those involved, participation in the Principal's Scholars Program brings new opportunities for learning and growing as students are empowered to explore new careers and advanced levels of education that may have seemed beyond their reach.

Since 1975, the contributions of financial and other resources from some twenty corporations and foundations have given thousands of minority high school students in Illinois access to the opportunities available through the Principal's Scholars Program. Their support has appeared largely in the form of grants for a broad range of program activities, including direct grants to the program for overall operations; grants for specific schools or specific student activities; grants for equipment in science laboratories, ranging from hand-held calculators to sound generators and analyzers for physics laboratories; and support for summer employment for teachers and for part-time summer employment for students. These grants have ranged from \$300 to more than \$100,000 annually.

UIUC has reallocated funds and has requested funds a number of times from the state in annual operating budget requests to provide a base of support for PSP. State funds are used to cover personnel costs, travel, office rental—the standard operating costs. Private gifts are used to cover the majority of the program costs, awards, teacher workshops, field trips, academic contests, and so forth.

Recently a PSP office opened in Chicago to complement the one in Urbana-Champaign. The new office makes it easier to serve the schools in Rockford and Chicago while the Urbana-Champaign office concentrates on the downstate schools. The program is now in an excellent position to add more high schools and to interact with more students at the elementary and junior high school levels. Such expansion, although badly needed, will not be possible without increased financial support. UIUC will continue to request more money from the state, and an external advisory committee is being established to help with increasing external support.

HECA Program. The Higher Education Cooperation Act, sponsored by the IBHE, provides grants for programs of interinstitutional cooperation that are designed to achieve effective use of educational resources among institutions, to provide for equitable distribution of educational services, and to develop innovative concepts. PSP personnel are at present involved in the Academic Strengthening of the College-Bound Minority Pool Program, which is funded from a HECA grant.

Personnel from Olive-Harvey College, Parkland College, State Community College, and from PSP at UIUC have combined their expertise to provide an enrichment program for 110 minority sophomores and junior high school students in Chicago, Urbana-Champaign, and East St. Louis. All students in the program plan to continue their education after high school. They will have an opportunity to strengthen their science and mathematics skills in a series of 25 intensive Saturday sessions at the participating community colleges, followed by a four-week residential summer program on the UIUC campus. PSP personnel are primarily responsible for identifying students to participate in the program and for coordinating and presenting the summer residential program.

Minority Introduction to Engineering (MITE). In 1969 the College of Engineering developed MITE, which has since become a national program, to identify high school students who have the potential to enter engineering and to motivate them to pursue engineering as a career. Students are selected on their math and science profiles and through interviews in their junior year in high school. Approximately 40 minority students identified in this fashion are then brought to the campus for two weeks at the completion of their junior year in high school.

Once on campus, the students are exposed to the various programs in engineering, plus ten hours of an enriched version of mathematics. The math covers algebra through integral

calculus and provides an insight into how the math is used in engineering science.

History has shown that the students participating in the MITE program have a better concept of engineering when they apply to college the following year than do students who did not participate in the program. The University of Illinois usually admits about 50 percent of the participating students; the remaining 50 percent attend other colleges and universities.

Upward Bound. This program was established in 1966 to help economically disadvantaged high school students in Urbana-Champaign acquire the skills required to be successful in higher education. At the present time the program involves 65 students and is a component of the Educational Opportunities Program (EOP), which is administered by the Office of Minority Student Affairs.

Minority Apprenticeship Programs (MAP) in the Colleges of Agriculture and Veterinary Medicine. The College of Agriculture, in cooperation with the College of Veterinary Medicine, has established an eight-week summer research apprenticeship program for minority high school students. This program consists of a work experience and an enrichment component. The work experience is designed to give students the opportunity to learn about the scientific aspects of agriculture and animal health by working as a laboratory assistant under the guidance of a research scientist. Students are assigned routine tasks and a small laboratory project to complete before the end of the program. Students are expected to keep detailed records of their experiences and to provide a written report to the program coordinator.

The enrichment component consists of an academic and career awareness program. Students meet as a group to receive instruction in mathematics, science, and communications. They also attend sessions with counseling staff members on skills such as test taking, note taking, and studying. Career awareness is provided through seminars conducted by faculty and staff from the Colleges of Agriculture and Veterinary Medicine and through tours to local agricultural, industrial, and governmental agencies.

During the last week of the program each participant is evaluated and given an exit interview by his or her supervising scientist and the program coordinator. This procedure is used to determine the student's level of performance, career interests, and whether he or she should be invited to return for a second apprenticeship.

The College of Veterinary Medicine has applied for and has received grants from the National Institutes of Health and the U.S. Department of Agriculture for the past six years to help support its high school minorities summer program.

The 1988 summer program involved 22 juniors (13 females, 9 males) from high schools throughout Illinois. The student apprentices met the minimum qualifications of an interest in an area in the food and agricultural sciences and a B+ average in their math and science course work or an ACT score of 24.

The Illinois Minority Precollege Internship (IMPRINT). IMPRINT was initiated by the College of Engineering in the fall of 1985. A number of major companies joined the college in its efforts to attract more underrepresented minority students into the field of engineering. The companies offer precollege summer employment to the best-qualified minority students who have expressed an interest in applying to the College of Engineering. If the students actually enroll in the college, the companies continue their summer employment opportunities while the student completes his or her degree work.

Since 1986, more than 50 students have participated in the IMPRINT program. Not only have they proven to be among those in the college most committed to their profession, but their grade-point average is currently a half point higher than other minority students who do not have this exposure.

The participating companies have not been upset by participants leaving engineering to transfer to other programs. In fact, the companies have attempted to place those students in other appropriate units in their corporations in subsequent summers.

The college is now attempting to expand IMPRINT to include all underrepresented minority students entering the college. This means that it will have to identify more than 100 positions with engineering firms throughout the country.

There is little doubt that UIUC is doing an excellent job with its public service precollege programs for largely Black and Hispanic students. The feedback from the participants, their parents, school counselors and administrators, business and industry participants, and college and university recruiters is all very positive. More than 90 percent of the students involved in PSP and Upward Bound are going on to college, and the majority of them are enrolling in the sciences, mathematics, and engineering—areas where Blacks and Hispanics have been traditionally underrepresented.

Business and industry have supported many of these activities with major financial gifts for more than a decade. It is interesting to note that many of the companies supporting these programs have followed the participants through their college years, have recruited them upon graduation, and have found them to be outstanding employees.

The College of Engineering, which played a major part in the development of PSP, was responsible for producing the MITE program and for getting it adopted by colleges and universities across the nation. It also developed the Junior Engineering Technical Society (JETS), which involves high school students—many of whom are minority students—on a nationwide basis. Its new IMPRINT program represents yet another innovative approach to building the pool of minority youth prepared to go to college.

In recent years the Colleges of Agriculture, Liberal Arts and Sciences, Commerce and Business Administration, and Applied Life Studies have joined the College of Engineering in participating in and supporting many PSP activities. Faculty of these colleges present PSP programs or various aspects of university life, provide career information, support the summer program on campus with a variety of educational experiences, and provide workshops for teachers and counselors in the participating schools. This increased level of interaction with PSP students has made it possible for these units to come in contact with many more well-qualified minority high school students and to recruit them more easily and effectively.

Recruitment

Office of Admissions and Records (OAR). The Office of Admissions and Records works collaboratively with personnel from academic colleges, the Office of Student Financial Aid, the Housing Division, and Minority Student Affairs to coordinate a comprehensive recruitment program for increasing the enrollment of Black and Hispanic undergraduate students at UIUC.

Student search services offered by the College Board and The American College Testing Company are used to identify Black and Hispanic students who, during their junior year in high school, have the potential of being admitted to the freshman class. These students are sent a letter from the chancellor or the director of admissions and records encouraging them to pursue a college education and inviting them to explore the academic programs and resources offered by the University of Illinois. Brochures about the campus are included with these mailings. Applications are sent to the students in early September.

The top four minority students in each Chicago public high school and their parents are invited to attend one of eight small group receptions at the Chicago office in May or June. The program includes college planning information, a video presentation about UIUC, presentation of certificates of achievement, pizza at a local restaurant, and informal interaction with the admissions staff and alumni.

Minority students identified through student search services or through the minority scholars receptions are asked if they would like to have an admission counselor meet with them in their home to discuss the opportunities at UIUC, to share college planning information, and to answer individual questions about admission, housing, or financial aid. This program was initiated in 1987.

High school visits continue to be an important outreach effort in encouraging minority students to apply to UIUC. At least two visits are made to all Educational Opportunities Program high schools each year in Chicago and East St. Louis. Other Chicago public and private high schools with significant minority enrollment are also visited annually. For 1988-1989, high school visits are being initiated in urban areas outside East St. Louis and Chicago where minority student enrollment is significant.

Accompanied by an admissions staff member, UIUC students in the role of peer recruiters visit selected high schools to talk with students about the campus and the transition from high school to college. Last year 11 high schools in Chicago and East St. Louis were visited between January 4 and 11, and 55 University students returned to their former high schools to talk to some 600 students.

A campus visit is an important part of the college selection process; however, many minority students select a college without ever having visited the campus. Recognizing the limited opportunity that minority students have to visit college campuses, the Office of Admissions and Records over the last three years has given minority students the opportunity to visit the campus; their meals and transportation are provided by the University. Visits have been sponsored for East St. Louis high school students and counselors, Link students, ASPIRA students, President's Award Program students and their parents, EOP students, and ninth and tenth grade honor students from the Chicago public schools.

A reception is held each spring in Chicago for minority students who have been admitted as freshmen to the University for the coming fall. This gives OAR and college personnel

another opportunity to answer questions and to encourage students to attend UIUC.

To strengthen its recruiting efforts in the Chicago area, OAR established a satellite office in Chicago four years ago. The staff there works closely with guidance counselors and community agency personnel in the city and provides important admission services to prospective students.

The President's Award Program (PAP). This program was established in fall 1984, under the leadership of the president of the University, to attract a larger share of the state's most capable Black and Hispanic high school students. All students identified for the program, on the basis of national admissions test scores and high school class rank, are offered admission to the University if they choose to apply. A special four-year need-based grant is available to all program participants. All participants, regardless of need, are also given a \$500 scholarship for their first year of study.

Special efforts are directed at attracting these students to the campus. These efforts include a Salute to Academic Achievement Luncheon, hosted by President Ikenberry for the students and their parents. Follow-up activities include a telephone call upon admission from an admissions counselor, a personal note from a currently enrolled PAP student, reserved housing in the University residence halls, assistance in completing financial aid documents, and an expense-paid visit to campus. Harris Trust also sponsors a recognition breakfast for all Black PAP students in the Chicago area in the spring each year.

Fifty-one percent of all the Black and Hispanic students at Illinois with an ACT composite score of 24 or higher who ranked in the top half of their class are now enrolled at UIUC through the President's Award Program. Data on the students enrolled through the program are indicated in Table 14.

Table 14. Number of Beginning Freshmen Enrolled Through President's Award Program

	Fall 1985	Fall 1986	Fall 1987	Fall 1988
Hispanic	27	149	138	184
Black	60	112	173	217
Total	87	261	311	401
Mean ACT:C	25.7	25.6	24.99	25.3
Mean high school percentile rank	81.6	83.5	81.30	82.8

Research studies focused on how students make their college decisions suggest that minority students often rely heavily on the guidance and advice of their high school counselor. With counselors providing such an influential role, OAR has hosted annual workshops for counselors and has given them opportunities to visit the campus. These workshops include information on UIUC academic programs, campus resources, support services; feedback from currently enrolled students about their experiences at the University; and reports on student progress and opportunities for counselors to get to know campus people who will work directly with their students. This communications network is vital to UIUC efforts to reach minority students.

Undergraduate College Efforts. All of the major UIUC undergraduate colleges have a representative on the advisory committee for the Principal's Scholars Program (PSP). They provide faculty members to help with student and faculty workshops. They make major contributions to the PSP on-campus summer program. They provide career information and guided tours of laboratories and other facilities. They make an all-out effort to recruit the minority students they meet through these activities.

Each year the College of Agriculture sponsors a statewide writing competition for minority high school students, addressing topics in the food and agricultural sciences. The Principal's Scholars Program schools and other selected Illinois high schools with large numbers of minority students are encouraged to participate. The competition gives students the opportunity to look at two agricultural research publications in their school settings. The publications are provided by the college to each high school selected to participate in the writing competition. Students are encouraged to write essays on issues raised by an article in one of the publications. The prizes are presented to the students at their annual high school awards day program by a member of the college faculty or staff.

The spring 1988 competition involved 45 students (30 females, 15 males) from 22 high schools throughout Illinois. Students prepared articles related to animal health and safety, crop sciences, soil and water conservation, food technology, and nutrition.

The college is also actively involved with the Chicago High School for Agricultural Sciences, an urban agricultural high school located on a 72-acre tract that is the last farm site within the boundaries of the city of Chicago. The school offers a four-

year curriculum of college preparatory courses, plus specialty classes in plant and animal science, food science, agribusiness, horticulture, landscape design, and agricultural mechanics. In addition, students must participate in a related supervised summer work experience program before their senior year. The curriculum was developed in a cooperative manner by the Chicago Board of Education, the Colleges of Agriculture and Education, and the local business and industrial community of Chicago. The school, which opened in September 1985, has a total enrollment of 460 students at the freshman, sophomore, junior, and senior levels. The racial composition is approximately 45 percent Black, 39 percent Hispanic, 15 percent Caucasian, and 1 percent American Indian. Black women make up the largest group, approximately 40 percent of the total enrollment.

The College of Engineering brings hundreds of minority students to campus for Engineering Open House. This not only introduces these students to the campus, but also serves to introduce them to a multitude of new career opportunities. These and similar activities offered by other colleges make minority students more receptive to the recruiting efforts of OAR in conjunction with personnel from the colleges.

Graduate and Professional Programs. Through the Graduate Minority Student Affairs Office (GMSAO), established in 1971, the Graduate College coordinates a campuswide effort to increase the enrollment of graduate students from underrepresented groups. The Graduate College efforts are designed to assist graduate departments with their own recruiting efforts. The GMSAO also provides assistance to staff members developing programs at other institutions. The office has the following major goals:

1. To identify, recruit, and encourage the admission of students from underrepresented racial minority groups
2. To provide financial support in the form of fellowships and assistantships to attract minority students to UIUC and to sustain students during their graduate study
3. To advise and counsel minority students and to assist with their transition to a large, comprehensive university and to the academically rigorous graduate programs at UIUC
4. To initiate and participate in cooperative efforts with other universities to increase the number of highly trained minority scholars

5. To serve as an information center for students and faculty members at UIUC and other universities by providing information on admission procedures, graduate programs, job opportunities, and national trends in minority representation
6. To develop outreach programs that assist prospective students interested in pursuing graduate study

The GMSAO administers the following activities to identify, recruit, and retain minority graduate students:

1. It sponsors recruiting visits of faculty members, administrators, and graduate students to other colleges and universities.
2. It funds the Minority Faculty Seminar, a program to bring faculty members to campus to advise promising undergraduates at colleges throughout the United States with sizable minority enrollments to attend UIUC.
3. It coordinates the programs of the Committee on Institutional Cooperation (CIC) Panel to Increase Minority Access for Minorities to Graduate Study. (The CIC is a consortium of Big Ten Universities plus the University of Chicago.)

In 1985 the Graduate College initiated a program to provide departmental recruiting grants to assist departments with their recruiting efforts. A portion of the funds is targeted for recruiting minority graduate students. Recruiting grants ranging from \$150 to \$1,500 are awarded to departments submitting acceptable proposals. In the fall of 1988 fifteen departments requested funds for activities targeted for minority students.

In 1986 the CIC Summer Research Opportunities Program (SROP) was initiated as a major outreach effort. It provides minority college sophomores and juniors an opportunity to develop and explore a research topic of their choice with a faculty sponsor. Underrepresented minorities who are UIUC sophomores or juniors with a cumulative grade-point average of 3.75 or better are eligible. The program gives a stipend of \$2,000 for eight weeks to the students who are selected. Faculty advisors receive a research allowance of \$1,000.

During the first year (1986) 10 students participated in SROP. During the second year 113 students were sent applications, 35 applied, and 23 were selected. For the summer of 1988, 294 students received applications, 49 applied, and 37 awards were

made. In addition to institutional fellowships available to all eligible students and fellowships from other sources, 55 to 60 fellowships are provided from programs coordinated by the Graduate College specifically for minority students. The fellowships are listed below:

1. Graduate College Fellowships, supported by state funds and federal cost-of-education funds, provide funding for first-year students only. Each year 35 students are supported. Departments are required to continue support for Graduate College fellows whose academic progress is satisfactory.
2. Patricia Roberts Harris Fellowship Program (formerly G-POP) is a federally funded program that provides full tuition and a living stipend. It is renewable for three years. The program supports 17 students in engineering, architecture, agriculture, chemical sciences, and speech and hearing science. The Graduate College supplements each fellowship with \$1,500 per year.
3. The Committee on Institutional Cooperation (CIC) Minority Fellowship Program provides full tuition and a stipend of approximately \$6,500 and is renewable for four years. The fellowships are for minority students admitted to a CIC institution. The program supports Ph.D. students in the social sciences, humanities, sciences, mathematics, and engineering.
4. The Illinois Minority Graduate Incentive Program (IMGIP) is funded by the state of Illinois and is designed to support minority doctoral students in the sciences and engineering. The participating institutions include Illinois public and private institutions that have doctoral programs. The stipend is \$10,000 for a twelve-month period and is renewable. Students also receive a book allowance and funds to support travel to professional conferences.
5. The Illinois Consortium of Educational Opportunity Program (ICEOP) is a new program funded by the state of Illinois to increase participation of underrepresented minority students in graduate higher education programs in the state. The intent of the program is to increase the number of minorities employed in faculty and administrative positions in postsecondary institutions and in state agencies and governing boards. The ICEOP award provides up to \$10,000 annually and is renewable for three additional years.

The institutionally supported Graduate College Fellowship (GCF) funds more students than any other single program. The GCF is funded by some state funds and federal cost-of-education funds to a total of \$290,000 per year. Graduate College Fellowships provide tuition and an \$8,000 stipend for a twelve-month period. Departments nominate students for the award. Up to 35 students are supported annually. Departments are required to continue support for Graduate College fellows whose academic progress is satisfactory. The GCF program has supported from 30 to 35 first-year students each year since its inception in 1971, with the understanding that departments will support the students in following years if they maintain satisfactory progress toward the degree. The stipend has increased from \$3,000 in 1975 to the current level of \$8,000.

Other Graduate Student Recruitment. In addition to the minority fellowship programs administered by the Graduate College, several other programs deserve mention:

1. The College of Education Educational Opportunity Program (EOP) engages in minority graduate student recruitment through publications aimed at prospective minority students and visits to historically Black institutions and other institutions with large minority enrollments. The program may provide an assistantship up to .50 FTE and is renewable. Criteria for selection of assistantship recipients include academic merit, financial need, and potential for contribution to the field of education. The program also provides tutorial, apprenticeship, mentoring, and assistantship support. Selection is made by the College of EOP Committee. The college also administers the Bilingual-Multicultural Fellowship Program under Title VII of the Higher Education Act.
2. The Engineering Consortium Fellowship Program provides support for master's degree students in engineering. The College of Engineering, as a member of the National Consortium for Graduate Study in Engineering (GEM), is committed to supplement the fellowship with up to one half of the tuition for each student enrolled.
3. The College of Law Equal Opportunity Program, established in 1966, actively recruits minority students. The program also provides financial assistance—largely through tuition waivers, payment of fees, and help in securing external support—to minority students and tutorial assistance to students who need it.

4. The Graduate Opportunities for Advanced Level Studies (GOALS) Program was established by the Institute of Labor and Industrial Relations in 1987 in cooperation with nine other universities that also have graduate programs in industrial relations. It provides financial support to minority students who wish to enter this field of study.

Recruiting efforts directed at the Black and Hispanic populations have increased markedly in the past decade. This is reflected in the information already provided. The results of this increased work and emphasis are reflected in Figures 23 and 24. The percentage of the student population that is Black and Hispanic has increased, for the total enrollment at UIUC has remained fairly stable. The campus's objective is to sustain and improve upon the gains in minority enrollment over the past three years. For fall semester 1988, 1,809 of the undergraduates, or 6.7 percent of the students, are Black. Their enrollment has increased by approximately 200 students annually since 1986. If this growth is sustained, 3,348 of the undergraduates, or 12.5 percent of the students, will be Black by 1997. Currently 1,386 Hispanic students are enrolled in the undergraduate student body. If the Hispanic enrollment increases by 150 students each year between now and 1997, UIUC could expect an Hispanic undergraduate enrollment of 2,172 students. The percentage of the total undergraduate student body would increase from 5.2 to 8 percent.

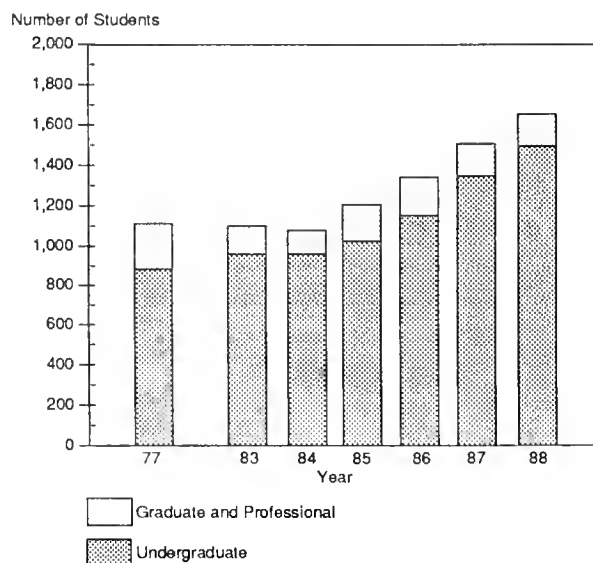


Figure 23. Black student enrollment, 1977 to 1987.

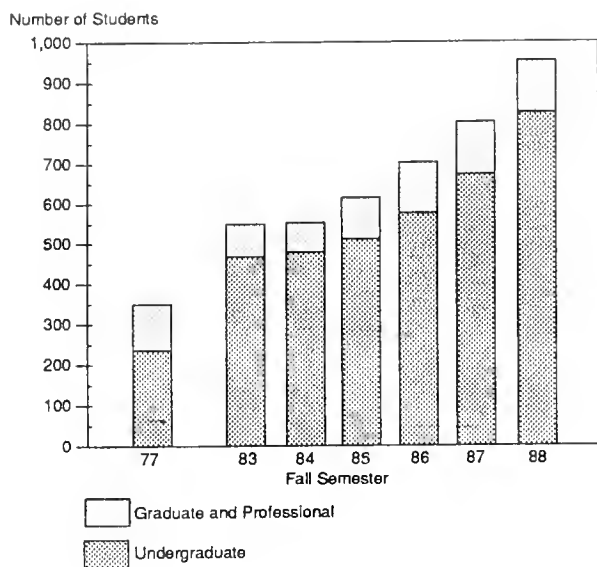


Figure 24. Hispanic student enrollment, 1977 to 1987.

It is gratifying to note that the minority students being admitted to UIUC in 1988-1989 are, on the whole, much better prepared than their counterparts were ten years earlier. The mean high school percentile rank and mean ACT scores for the most part continue to climb for the undergraduates (Table 15), and the mean GRE scores are improving for the graduate students. In addition, support services for these students are much stronger now than ten years ago.

Retention Efforts

In recent years, growing concern has been expressed about retention rates for minority students. UIUC has stepped up its efforts to help minority students succeed in meeting their goals. This concern is mutually shared by the students themselves, faculty, and campus administration.

In 1986-1987 an ad hoc group of campus administrators met throughout the year with a group of Hispanic undergraduate and graduate students on matters related to recruitment and retention. At about the same time, the University Planning Council undertook an evaluation of the retention rates and support provided for minority students, especially those in PAP. Many of the recommendations arising from those discussions have now been implemented.

One of the most interesting issues centered around how programs providing support services should be presented. Campus administrators on the whole felt that all they should do was provide such programs and advertise them widely. Students insisted that the persons operating the programs had

to take a much more proactive stance. They felt that all students should be monitored closely, and at the first hint of academic trouble those students should be contacted and directed to participate in the appropriate support program. Efforts are now made to reach students with problems as soon as possible so that they can be advised of the help that is available. Still, such help is not forced on the students.

Many formal programs are available to support underrepresented minority students at UIUC. In fact, there has been some concern that the rather large array of programs may be somewhat confusing to the students seeking help. However, each program does have a rather distinct function and audience. Thus, when students seek help or are identified as needing help, advisors, counselors, and faculty members usually are fairly clear about where the students should be sent for assistance.

The various programs that have retention of underrepresented minorities as part of their mission will be discussed briefly. The list will not be all-inclusive because some departments and even programs are known to offer special help to minority students that need assistance. The list will deal only with undergraduate programs, for not a great deal needs to be added on the graduate side. The various fellowships, tuition and fee waivers, and so forth already mentioned in the discussion of recruitment of graduate students also fall under the retention umbrella. They were introduced not only to attract graduate students, but also to provide incentives for them to complete their work. Additional help and encouragement is of course offered by the students' immediate advisors and often through departmental support programs.

The Transition Program. This academic support program was developed as a campus-sponsored program in the fall of 1986 and was later transferred to the College of Liberal Arts and Sciences. The program was designed to help students—the vast majority of whom are from underrepresented minority groups—who have been admitted as “special admits” and who have academic weaknesses that could place them “at risk” if they were permitted to enter the University without such assistance. Approximately 100 freshmen are admitted each fall in this program and are assigned to the general curriculum in the College of Liberal Arts and Sciences, where they may remain and receive developmental academic support for two academic years. When determined to be ready, they move to the curriculum they selected on their application for admission. Spaces in those curricula were reserved for them when they entered the Transition Program.

Table 15. Mean ACT:C Score and Mean High School Percentile Rank of Black and Hispanic Beginning Freshmen

College	1988		1987		1986		1985		1984		1983		1982		1981		1980	
	ACT:C HSPR	—	ACT:C HSPR	—	ACT:C HSPR	—	ACT:C HSPR	—	ACT:C HSPR	—	ACT:C HSPR	—	ACT:C HSPR	—	ACT:C HSPR	—	ACT:C HSPR	—
Black Students																		
Agriculture	—	—	21.3	90.0	22.4	79.3	21.0	86.8	18.0	78.5	18.3	78.0	24.0	97.3	18.2	68.0	19.1	73.5
Applied Life Studies	17.7	89.0	19.0	78.0	19.7	76.7	14.0	65.3	17.0	65.3	—	—	9.0	23.5	18.5	79.0	15.0	42.5
Aviation	22.0	69.0	24.0	45.0	19.0	72.0	21.0	72.5	26.0	49.0	—	—	—	—	20.5	68.5	—	—
Commerce and Bus. Admin.	23.4	85.0	23.6	85.0	21.7	82.8	21.4	78.6	21.7	81.7	20.2	78.8	19.8	76.4	18.8	74.7	17.8	79.6
Education	22.6	81.6	24.0	93.7	21.3	77.3	21.5	76.5	14.5	86.0	15.0	85.2	16.5	62.5	11.7	91.3	18.7	78.3
Engineering	24.3	86.2	24.6	85.6	24.3	89.8	24.1	87.2	23.3	89.0	22.6	90.2	22.6	86.1	23.9	83.5	23.7	87.4
Fine and Applied Arts	23.6	82.3	22.3	82.0	22.8	80.1	19.5	81.5	18.4	70.0	20.0	70.2	19.5	65.3	18.7	83.9	18.9	69.1
Liberal Arts and Sciences	20.5	76.5	20.3	76.3	20.2	77.2	19.3	79.0	19.2	78.8	19.7	74.8	18.8	79.4	17.6	80.2	18.1	79.8
Campus	21.7	79.7	21.4	78.9	21.2	80.3	20.4	80.3	19.9	79.6	20.2	78.9	19.6	78.8	18.8	79.9	18.9	80.1
Hispanic Students																		
Agriculture	23.3	68.5	18.3	76.3	—	—	22.2	90.2	23.3	74.0	24.8	74.5	24.3	84.3	22.3	82.8	19.0	94.5
Applied Life Studies	24.2	80.5	22.3	68.3	22.0	61.0	23.5	65.0	—	—	24.0	67.0	20.0	80.0	—	—	24.0	65.0
Aviation	24.5	78.3	16.0	92.0	24.3	62.3	27.3	68.3	—	—	—	—	25.0	73.0	20.0	72.0	18.8	82.8
Commerce and Bus. Admin.	25.3	87.0	25.0	84.5	26.2	85.9	23.9	83.0	25.0	95.5	22.2	92.7	24.3	78.3	22.7	84.5	21.4	73.7
Education	21.7	76.4	24.0	77.0	23.3	95.7	28.0	89.0	22.7	76.7	—	—	22.0	82.5	24.0	83.3	20.5	77.5
Engineering	26.4	87.3	26.3	84.6	25.9	90.8	25.8	92.7	26.6	92.6	25.3	96.2	27.1	87.3	25.7	87.4	26.8	90.5
Fine and Applied Arts	24.3	74.3	23.8	81.0	22.6	77.4	22.7	83.9	23.3	70.4	22.0	88.0	24.2	87.4	22.8	94.2	24.0	60.0
Liberal Arts and Sciences	23.2	80.7	23.5	80.9	23.8	82.3	23.7	79.8	23.5	86.1	22.1	81.8	22.2	82.1	21.1	81.2	20.1	81.6
Campus	24.1	81.7	24.1	81.8	24.5	84.4	24.1	82.8	24.1	85.6	22.8	85.4	23.5	82.5	22.1	83.0	21.5	82.1

Through the Transition Program, students are given intensive academic advising and personal career counseling; the opportunity to enroll in support-based sections of existing courses; tutoring, diagnostic testing, developmental skills enhancement, and enrichment activities; and other assistance as required. The College of Liberal Arts and Sciences was careful not to duplicate other campus support services. Students in the Transition Program are often referred to the Office of Minority Student Affairs and elsewhere for help.

The Summer Bridge Program. Established during the summer of 1985, this program has become a component of the Transition Program and is also administered by the College of Liberal Arts and Sciences. Each summer about 40 "special admit" students with particularly low combined HSPR and ACT scores are selected to participate in this seven-week summer program on the campus. The program engages the students in intensive course work in mathematics, writing, and basic skills development. At the same time, it orients them to the University and campus living.

Each Summer Bridge participant receives institutional financial assistance to cover the cost of tuition, room, board, and books. In addition, all participants (except athletes) receive a \$600 stipend to make up for foregone summer earnings. Students who perform in a satisfactory fashion proceed in the Transition Program the following fall.

Office of Minority Student Affairs (OMSA). In the fall of 1987 the vice chancellors for academic affairs and student affairs agreed that it would make good sense to restructure and consolidate the delivery of personal and academic support services under one umbrella—the Office of Minority Student Affairs. The goals of this reorganization were to provide better support services for *all minority students*, regardless of program affiliation, to coordinate the services that were currently available in order to avoid duplication of effort, and to provide support that had not previously been available. Thus OMSA continues to provide support services to the Transition Program. It has assumed all of the activities that were once provided by EOP, EOAP, and two federally funded TRIO programs (Student Support Services and Upward Bound). In addition, OMSA now provides all support services for the President's Award Program.

OMSA is staffed by 7 full-time professionals, each of whom is responsible for specific areas of program implementation; 4 full-time support staff members; one computer specialist; 30 to

35 graduate assistants; and 50 to 70 part-time peer tutors. Professional staff members are active in state, regional, and national professional organizations.

The staff is committed to providing proactive, dynamic programming that is designed to facilitate the adjustment and persistence of nontraditional students. Program offerings include the following:

1. All minority freshmen and most upperclassmen on probation are monitored and advised by retention counselors. These counselors are graduate assistants who are specifically trained by OMSA professional staff to assist students in their personal and academic adjustment to the University. The retention counselors meet with the monitored students on a regular schedule prescribed by one of the OMSA professionals.
2. Academic, financial aid, and career counseling are provided by knowledgeable and experienced staff. OMSA staff members also coordinate services in these areas with Student Affairs units such as the Student Financial Aid Office, the Career Development and Placement Center, Student Activities, and the Counseling Center, as well as the colleges and departments in Academic Affairs.
3. A summer orientation program prepares students to use campus and community resources. A fall semester orientation, held on two occasions before classes start, also orients students to campus resources and provides information about other matters pertinent to the beginning of the academic year.
4. OMSA, with support from the Office of the Vice Chancellor for Academic Affairs, administers the University's largest and most complete system of academic support services. Services include subject-specific tutoring in more than 50 courses, Supplemental Instruction in high-risk beginning courses, and individualized study skills instruction.
5. Staff members perform outreach services such as spring semester visits to Chicago to answer newly admitted students' questions about financial aid, placement testing, adjustment to college, and other matters. OMSA freshmen are assessed in study skills preparation and career interest to make counseling sessions more relevant.

6. Students have access to OMSA's minicomputer laboratory, which offers training in word processing.
7. An annual awards program is held each year on the University's Mom's Day.
8. A new TRIO awards program is held in Chicago each spring for graduating TRIO participants.

In the past two years the campus has renewed its firm commitment to the retention of minority students. In addition to the strong leadership of the Office of the Vice Chancellor for Student Affairs, OMSA enjoys the support of the Office of the Vice Chancellor for Academic Affairs, which finances most of OMSA's academic services such as monitoring, tutoring, and supplemental instruction. This academic affairs-student affairs cosponsorship promotes increased communication among campus units that provide services and instruction, thus ensuring a campuswide mobilization of resources.

The Educational Opportunities Program (EOP). Established in 1968 in the Office of Student Affairs, EOP is a support service program for students from groups that, because of educational or economic circumstance, have traditionally been underrepresented at the University. The program provides participants with academic, counseling, and tutorial assistance. A special summer orientation program is provided for new students. While EOP serves as a central source of information, academic support, and monitoring of minority students, each of the colleges of the University that admit undergraduate students actively contributes to the EOP efforts. At present about 1,000 undergraduates are enrolled under the auspices of the Educational Opportunities Program; about 96 percent are Black and Hispanic.

Special Service for the Disadvantaged. This federally funded program component of the Educational Opportunities Program (EOP) provides additional support services to EOP students who are at greater risk of having difficulty in adjusting to the University. Most of the students are from low-income families, and they are often the first generation of their families to attend college.

Educational Opportunities Affiliates Program (EOAP). Established in 1983, EOAP was funded to provide an avenue for students not admitted through EOP to take advantage of EOP support systems. A fairly large number of student-athletes gained access to EOP services through this program.

College of Liberal Arts and Sciences Educational Opportunity Program. Through its professional staff and graduate assistants, the college provides its EOP students with counseling and advising support and monitors their academic progress and adjustment to campus life. The college also sponsors the Waller Scholars Program, which is an honor society established for juniors and seniors to encourage and reward high academic achievement among underrepresented minority students in the college.

EOP Rhetoric. The Department of English gives EOP participants an opportunity to enroll in small sections of freshman composition for one or two semesters, depending on the student's English placement results. Both semesters of EOP rhetoric are taken concurrently with a one-hour writing laboratory where individual tutoring is provided.

College of Engineering Minority Affairs Program. Established in 1969, this program provides peer counseling, tutoring, and financial assistance to underrepresented minority students in the college. An annual special recognition and awards banquet is held to honor those students whose achievements have been outstanding during the year. In addition, the program provides administrative and program support for the MITE Program, IMPRINT, and the Junior Engineering Technical Society (JETS) chapters in 28 predominantly minority high schools in Chicago.

Athletic Association Academic Support Program. Although EOAP and the Transition Program with its Bridge Program component are available to many student-athletes, the Athletic Association also maintains an academic support unit. Personnel in this unit help to advise student-athletes on academic matters, provide tutoring services, operate a study hall, direct students to other available academic support services, and check on their academic progress. The personnel running this program work closely with representatives of other campus units on matters relating to admissibility of student-athletes, eligibility to participate in intercollegiate athletics, graduation rates for student-athletes, and so forth. The relationships that have been established between the academic support personnel from the Athletic Association and those in the various units on the campus are quite positive.

Other Education, Cultural, and Support Programs. There are a number of other activities and programs provided that have a major impact on underrepresented minority students on the

campus. The primary goal of these ventures is not necessarily retention; however, the activities do offer opportunities that appeal to many minority students:

1. The Afro-American Studies and Research Program, established in 1970, offers an interdisciplinary approach to the histories and cultures of Afro-American populations through seminar courses, lectures, and forums. The program provides information on courses offered in other departments that are appropriate to the concerns of Afro-American Studies and serves in a consultative capacity to those engaged in research and course development in Afro-American Studies.
2. The Afro-American Cultural Center, established in 1969, provides cultural, social, and educational programs aimed at creating an understanding and appreciation of Afro-American contributions to American life. Located in the Afro-American Cultural House at 708 South Mathews in Urbana, the program sponsors the Black student-operated radio station, WBML; *Griot*, a student-generated minority newspaper; the Black chorus; and OMNIMOV, a Black dance workshop. The Afro-American Cultural House provides a meeting place for Black student organizations and opportunities for all minority students to come together to share their successes as well as their concerns.
3. La Casa Cultural Latina, established in 1974, is located 510 East Chalmers in Champaign. Its programs and activities assist Hispanic students in their educational pursuits and foster an awareness and understanding of the cultures, contributions, and concerns of Hispanics in the United States. La Casa sponsors lectures, seminars, workshops, cultural film festivals, peer counseling, tutoring, and the production of a literary magazine and monthly newsletter, *La Casa Informativa*. La Casa also serves as a meeting place for Hispanic students to gather and get to know others with shared interests and concerns.
4. The Illini Union Board Black and Latino Programs Committees sponsor monthly programs, including films, speakers, cultural programs, and special activities of particular interest to Black and Hispanic students. In addition, the Latino Program Committee sponsors the annual Latino festival, Copacabana.
5. The Minority Employment and Graduate School Conference is annually sponsored by the Career Development and Placement Center with assistance from OMSA. The conference, which began in 1972, is attended by about 500 undergraduate and graduate minority students and 40 to 50 employer organizations and graduate schools. The Career Development and Placement Center also has a Minority Student Advisory Committee, which assists the center in developing appropriate programming, one-to-one counseling, outreach activities, publications, credit career development classes, and traditional campus recruiting programs to meet the needs of minority students.
6. The Central Black Student Union (CBSU) serves as the coordinating body for seven Black Student Unions located in the seven University living areas on campus. CBSU represents a special resource for Black students living in University-owned residence halls. Its programs include seminars and workshops designed to sensitize and educate all students about a range of issues within the Black perspective. At the beginning of the academic year the Office of Residential Life in conjunction with CBSU provides new minority students with an orientation to residence hall living and encourages them to become involved in hall and campus life. In addition, the office sponsors a Black Student Union Leadership Workshop in the summer and fall to help the heads of these organizations develop their leadership skills.

A student voluntary support activity of La Casa Cultural Latina, the Peer Retention Program, deserves some special mention. A coordinator employed by La Casa matches Hispanic upperclassmen with Hispanic freshmen, plans activities throughout the year, obtains year-end GPA information, and distributes certificates to those who earned the required GPA. Upperclassmen serve as peer counselors and friends to the freshmen to help them adjust to University life, increasing the likelihood of graduation.

The success of the many programs devoted to retention is probably best measured by reviewing data that indicate the numbers of Black and Hispanic students who, once they have enrolled at UIUC, either continue until they graduate or leave while still academically eligible to return. Data indicating students' academic status after five years of enrollment for fall 1981 beginning freshmen are presented in Table 16. In considering these data, one needs to recognize that minority students have a greater tendency to interrupt their college education than do their nonminority counterparts. This does not mean that those minority students who leave UIUC will not finally complete their college education. This possibility is particularly true of those students who leave on clear academic status.

Table 16. Academic Status at the End of Five Years of Enrollment for Fall 1981 Beginning Freshmen by Self-Reported Racial/Ethnic Group

Racial/ethnic group	Enrolled in good standing		Enrolled on probation		Enrolled and dropped		Not enrolled, left on clear		Not enrolled, left on prob.		Not enrolled, dropped		Graduated		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
American Indian/Alaskan Native	0	0	0	0	0	0	3	33.33	0	0	1	11.11	5	55.56	9	
Black, non-Hispanic	20	7.75	9	3.49	5	1.94	43	16.67	33	12.79	60	23.26	88	34.11	258	
Asian/Pac. Island	12	4.98	3	1.24	2	0.83	39	16.18	8	3.32	21	8.71	156	64.73	241	
Hispanic	5	4.63	6	5.56	1	0.93	17	15.74	12	11.11	19	17.59	48	44.44	108	
White, non-Hispanic	152	2.94	39	0.75	15	0.29	821	15.87	166	3.21	320	6.19	3,660	70.75	5,173	
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	3	100.00	3	
Total	189	3.26	57	0.98	23	0.40	923	15.94	219	3.78	421	7.27	3,960	68.37	5,792	

Table 17. Graduation Rates After Five Years Following First Enrollment for Fall 1980 Beginning Freshmen by Self-Reported Racial/Ethnic Group

	White (Non-Hispanic)		Black (Non-Hispanic)		Hispanic		Native American		Asian or Pacific		Alien or Unknown		All Freshmen								
	Dgrs	Fsh %	Dgrs	Fsh %	Dgrs	Fsh %	Dgrs	Fsh %	Dgrs	Fsh %	Dgrs	Fsh %	Dgrs	Fsh %							
Chi State ^a	6	30	20.0	77	465	16.6	2	18	11.1	1	3	33.3	4	9	44.4	90	525	17.1			
EIU	876	1,668	52.5	14	65	21.5	3	5	60.0	0	1	0 ^b	24	53	45.3	917	1,792	51.2			
Northeastern	142	762	8.6 ^b	9	152	5.9	12	210	5.7 ^b	6	44	13.61 ^b	0	2	0 ^b	170	1,172	14.5 ^b			
WUIU	827	2,067	40.0	59	466	12.7	8	29	27.6	0	3	0 ^b	99	344	28.8	998	2,924	34.1			
ISU	1,576	2,931	53.8	65	274	23.7	12	30	40.0	2	4	50.0	14	27	51.9	1,746	3,476	50.2			
NIU	1,652	3,185	51.9	43	350	12.3	27	82	32.9	3	8	37.5	20	53	37.7	1,775	3,758	47.2			
SIU-C	757	2,358	32.1	70	422	16.6	5	35	14.3	3	16	18.8	9	38	23.7	882	3,307	26.7			
SIU-E	262	945	27.7	16	218	7.3	3	8	37.5	0	1	0 ^b	2	12	16.7	308	1,240	24.8			
UIC ^c	380	1,611	23.6	29	557	5.2 ^b	33	347	9.5	1	10	10.0	57	299	19.1	501	2,846	17.6			
UIUC ^c	3,660	5,173	70.8 ^d	88	258	34.1 ^d	48	108	44.4 ^d	5	9	55.6 ^d	156	241	64.7 ^d	3	3	100.0 ^d	5,792	68.4 ^d	
Combined total	10,138	20,730	48.9	470	3,227	14.6	153	872	17.5	16	57	28.1	269	729	36.9	301	1,217	24.7	11,347	26,832	42.3

Note: These data were taken from a January 15, 1988, letter from John Huther, Illinois Board of Higher Education.

^a Chicago State University data were seven-year graduation rates.

^b This was the smallest percentage for any institution.

^c University of Illinois freshmen were 1981 freshmen.

^d This was the largest percentage for any institution.

Table 17 compares the graduation rates for fall 1980 beginning freshmen after five years at the various public four-year colleges and universities in Illinois. UIUC does well in this comparison.

OMSA is projecting a 42 to 45 percent graduation rate for the minority freshmen students of 1983. Although this percentage leaves ample room for improvement, it is an impressive statistic, particularly among selective, research-oriented peer institutions. The nonminority students who entered UIUC as freshmen in 1983 are projected to have a graduation rate of about 70 percent.

It is discouraging to note that the Black and Hispanic enrollment at the graduate level at UIUC declined from 341 to 254 between 1977 and 1987. However, the fact that UIUC has been able to increase the numbers of minority students in the same period from 1,178 to 2,054 provides considerable hope for the future. The undergraduates now enrolled had better academic credentials upon admission than did their counterparts in the past; the University's support services are more comprehensive and better than ever before; and it is expected that those numbers and the quality of the undergraduates will continue to improve in the future. UIUC should be able to convince a larger percentage of its graduating minority students and also a greater percentage of those graduating from other four-year institutions to continue their education in Urbana-Champaign as graduate students.

The competition for these graduates is expected to remain extremely fierce. Not only are other colleges and universities recruiting with considerable ardor, but business, industry, and others continue to seek excellent minority employees. It becomes difficult to compete with the high salaries and excellent benefits being offered by these firms. Universities find themselves facing tremendous odds in their efforts to attract more qualified minority graduate students and to increase the pool of prospective minority faculty members.

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B. FACULTY INVOLVEMENT IN MATTERS RELATING TO MINORITY STUDENTS

Since the very beginning of the University's first coordinated efforts to recruit underrepresented minority students in the 1960s, the faculty has been actively involved in almost all aspects of that endeavor. In addition to the courses they offer through the Afro-American Studies and Research Program, many units have asked faculty members to develop special EOP courses or to develop and to teach special sections for students in the Transition Program.

Faculty members teaching freshman and sophomore courses are often asked to complete progress reports for students in EOP, EOAP, and PAP to ensure that the students are progressing properly and, if not, that they get additional help. Many faculty members spend time out of class helping minority students with course problems.

In many instances faculty members have guided prospective minority students through the admissions process, helping them find financial aid when needed and introducing them to University people who can help them once they have been admitted.

The Senate Committee on Equal Opportunity, a long-standing committee, has been a primary force in developing and encouraging the establishment of equal opportunity and affirmative action programs and guidelines on the campus. The committee continues to evaluate the equal opportunity posture of the campus in regard to enunciated principles and actions. It communicates and cooperates with other campus and University offices and committees established to work toward objectives of this committee, and it makes appropriate reports and recommendations to the senate and other units and officials of the University.

In November of 1987 the chancellor appointed a new committee—the Chancellor's Council to Combat Discrimination. This group includes faculty members and students; several affirmative action administrators serve as ex officio members. In this instance, the chancellor has asked the council to advise him on significant campus issues concerning discrimination and equity. The council has also been asked to analyze such issues, obtain input from appropriate individuals and offices, and make recommendations for action to the chancellor. The primary goal of this council is to help establish a campus

environment that is free of all forms of discrimination. The council was appointed again for 1988-1989.

In February of 1988 the chancellor once again called upon members of the faculty when he appointed the Chancellor's Committee for Assessing Minority Student Programs. Composed of faculty members and campus administrators, the committee has been asked to undertake the following tasks:

1. Review the organizational structure and resources of those campus programs that are designed to provide academic, counseling, cultural, or social support to minority students enrolled in programs of study at the undergraduate, graduate, and professional levels, using a common framework that will include, but not necessarily be limited to, administrative reporting lines and oversight, personnel, and budget
2. Assess the effectiveness of these programs by evaluating their goals and objectives and their ability to achieve them under the current organizational structure and with current resources
3. Recommend necessary and appropriate actions for maintaining or enhancing the quality and effectiveness of these programs, either as single programs or in the aggregate

In the fall of 1987 the Chancellor appointed the Allerton Conference Planning Committee to plan a two-day conference that was held April 22 to 23, 1988, at Allerton Park. That committee, including faculty members and administrators and supported by members of the chancellor's staff, framed the issues to be discussed at the conference, prepared a packet of materials to be sent in advance to all participants, arranged the program, and prepared a report on the results of the conference.

The conference was devoted to discussing the responsibility of the University of Illinois in the education of minorities. One hundred and fifty invited participants, largely faculty members, attended. Allerton conferences cannot be open to the entire academic community because the facilities at Allerton can accommodate only a limited number of persons.

The materials sent to conference participants and the final report of the planning committee are enclosed with this report. Note that the report was distributed by the chancellor on September 1, 1988. He mentioned in his covering letter that he planned to discuss the report with a number of campus

groups, and he asked department heads to discuss the report with their faculty members.

The report is expected to be discussed widely on the campus throughout 1988-1989 and many of the recommendations implemented. The discussion and ensuing action should prove to be an important force in moving UIUC toward achieving its affirmative action goals. The faculty will have a major role to play in this venture.

In July of 1988 the chancellor assembled an ad hoc group of faculty members and administrators to begin developing a proposal to submit to a foundation for help in coordinating and expanding the several programs that now exist for attracting Black and Hispanic students. The proposal will suggest developing a continuum of support through programs and financial aid that would begin in the elementary grades and continue through the postdoctoral level. The various pieces of such a concept already exist at UIUC, but they have not yet been woven together into a single framework.

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C. FACULTY EFFORTS AND ISSUES

UIUC has an extensive equal opportunity and affirmative action structure that has now been in place in its present form for approximately ten years. While the chancellor has the ultimate responsibility for these matters, the assistant chancellor and director of affirmative action is responsible for the overall development, monitoring, and coordination of UIUC's affirmative action program. The assistant chancellor also serves as the campus liaison to governmental agencies on affirmative action matters.

The associate vice chancellor for academic affairs and director of academic affirmative action implements and monitors UIUC's affirmative action program for academic employment. The staff members of the Academic Affirmative Action Office (AAAO) serve as consultants to the campus Equal Employment Opportunity (EEO) committees and conduct periodic meetings to inform unit academic affirmative action officers about new regulations and procedures and about campus affirmative action progress. The AAAO also advises and counsels academic staff on grievance and complaint procedures.

The EEO committees mentioned in the previous paragraph are appointed by and are advisory to their deans to assist in monitoring the search and selection procedures followed for academic appointments in their colleges. Unit affirmative action officers are appointed by their department heads to assist their departments and search committees in fulfilling their affirmative action obligations.

The director of affirmative action also has informal ties with several committees mentioned earlier: the Chancellor's Minority Student Support Programs Review Committee, the Chancellor's Council to Combat Discrimination, and the Senate Committee on Equal Opportunity. In addition, the director meets with the University Council on Equal Opportunity. This council, which has representatives from both campuses and the central administration, serves as an advisory group to coordinate recommendations and policy reviews that affect both campuses on issues related to equal employment and affirmative action.

All units on campus have established goals for hiring minority employees. These goals are mutually agreed upon with the

AAAO, and progress toward achieving them is monitored by the AAAO staff and various governmental agencies.

Periodic reviews by governmental agencies have found the campus to be in general compliance with the various laws, orders, and regulations and have resulted in only occasional minor adjustments to policies and procedures. After years of compliance with governmental mandates, however, UIUC has accomplished little with regard to increasing the number of underrepresented minority faculty members on the campus (Figure 25).

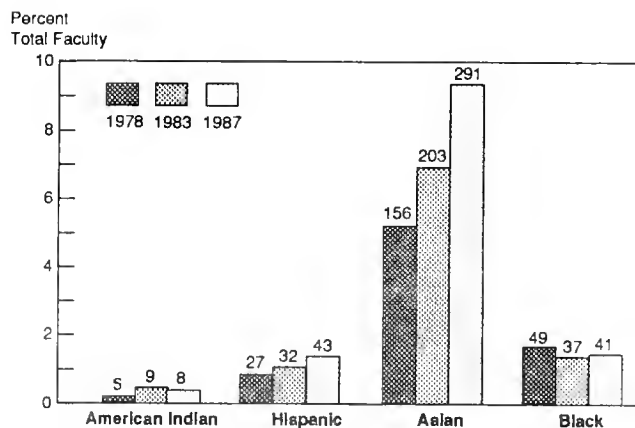


Figure 25. Comparison of UIUC minority faculty representation by racial-ethnic category for fall 1978, 1983, and 1987.

Because UIUC has been unsuccessful in meeting its institutional goals for hiring minority faculty members, the role of AAAO has been broadened in recent years. It now goes beyond governmental compliance to include several new activities initiated to bring about the desired results:

University Minority Research Grant Program

This program aids the recruitment of underrepresented minority faculty members by providing, at the time of employment, research funds of up to \$10,000 annually for three years to support the recipient's research. Funds are available through the Office of the Vice President for Academic Affairs upon the approval of the individual's dean and the vice chancellor for academic affairs. These funds are in addition to whatever other funds might be available from other sources. Program funds may not be used to supplement the recipient's salary. However, the recipient has discretion to use the funds for other purposes that enhance research, scholarship, and teaching.

Targets of Opportunity Program

This is a new program designed to provide academic units the

opportunity to seek out and recommend for appointment outstanding Black or Hispanic scholars, regardless of whether a position currently exists in the scholar's specialization. Funds to support the program are available at the campus level. However, primary responsibility for identifying, recruiting, and supporting prospective candidates resides in the department and college.

The department chairperson or head sends recommendations to his or her dean, along with a statement of commitment to the nominee's professional development and well-being. This commitment includes mentoring, access to funding, and physical facilities for research and scholarly activity. Deans then submit nominations and supporting documents to the vice chancellor for academic affairs.

Nominations and supporting documentation are submitted by the deans to the vice chancellor any time during designated periods of the year. The vice chancellor has a committee that advises on the selection of participants. The associate vice chancellor and director of the AAAO provides administrative support for the Targets of Opportunity Program.

The Supplemental Salary Support Program

The Academic Affirmative Action Office has funds that may be used to supplement a UIUC salary offer to a female candidate or one from an underrepresented minority to make the UIUC offer more competitive. No specific application form is needed for this program. Department chairpersons or heads, through their dean, request in writing the amount needed and the rationale to the director of academic affirmative action.

The Minority Supplemental Research Grant Program

This is a new program designed to assist minority faculty members, especially those not yet tenured, in the conduct of their research. It is expected that funds will first be sought from other sources, particularly the Research Board. Grants of up to \$5,000 are available through the AAO. Funds may be used for computer time, procurement of documents, travel to collect data, conference expenses pertaining to the research, research assistants, and so forth.

Chancellor's Minority Postdoctoral Fellowship

This is a one year fellowship (with the possibility of renewing it up to two or three years) and is available in any field. The purpose of the program is to increase the availability of underrepresented minority prospects by preparing them for research careers. The program provides the mentoring of an established UIUC scholar in the fellow's specialization. With this preparation, the fellows should be better prepared to

compete successfully for tenure-track appointments at UIUC or elsewhere and to advance with greater assurance up the ladder. The fellowship carries a stipend of \$25,000 to \$30,000, one-way transportation for the fellow and immediate family members, as well as funds for health coverage and research-related expenses. The fellowship is restricted to U.S. citizens and permanent residents. The prospective fellow must submit a curriculum vita, statement of proposed research, sample publication, and dissertation or dissertation chapters and must have three evaluators send letters of reference to the Academic Affirmative Action Office.

Summer Institute Opportunities Program

UIUC sponsors women and minority faculty and staff members for summer administration development opportunities. Sponsorship means full payment of required fees and transportation costs to and from the site of the institute.

These programs have generated a new spirit and given new meaning to academic affirmative action at UIUC. The majority of them are too new to evaluate fairly, but they promise to make academic recruitment and development efforts more productive.

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D. NONACADEMIC EFFORTS AND ISSUES

UIUC has had an active and successful nonacademic affirmative action program for more than twenty years. The goal of having minority employment on campus reflect the proportion of minorities in the labor pool has been met. The new challenge is to increase the job level of minority employment through special recruitment efforts and through training.

The Administration of the Nonacademic Affirmative Action Program

The affirmative action program for nonacademic staff is a cooperative effort involving two offices that report to the vice chancellor for administrative affairs:

1. The Personnel Services Office (PSO) is responsible for the fair and unbiased administration and execution of employment policies and procedures, including recruitment, interviewing, placement, hiring, assistance with job performance problems, and staff training and development. In addition, the office is responsible for a recruitment program that addresses employment opportunities for a number of protected groups, including minorities.

2. The role of the Affirmative Action Nonacademic Office (AANO) is to translate the written text of the campus's affirmative action policy into a workable action-oriented plan. The office works with the PSO and with campus administrators to identify problems and to develop corrective strategies for implementing the Affirmative Action Compliance Program (AACP). In addition, the office works with state and federal compliance agencies to coordinate campus compliance with affirmative action legislation and rulings. The office also provides counsel and investigates complaints on affirmative action and discrimination issues and sponsors educational programs designed to promote affirmative action and nondiscrimination.

Nonacademic affirmative action officers have been appointed in every unit on campus. They are responsible for advising and assisting the college deans or unit directors on nonacademic affirmative action compliance procedures. They also coordinate the annual goal negotiation meetings with the AANO, and they serve as the college or unit liaison with that office. Deans, directors, department heads, supervisors, and all others exercising supervisory or administrative control over any employee are responsible for performing their functions in a manner consistent with campus policies and procedures on equal opportunity and affirmative action.

The Affirmative Action Compliance Program

The AACP covers about 5,300 nonacademic employees. When it is determined that minorities are either not represented or are underrepresented in those job groups where their availability is sufficient to warrant their inclusion, the AANO negotiates annual affirmative action goals with campus employing units. Key to meeting these goals are the recruitment efforts coordinated among the hiring unit, the Personnel Services Office, and the Affirmative Action Nonacademic Office.

Special Programs to Improve Recruitment

The employment division of the Personnel Services Office regularly contacts local community agencies to identify affirmative action candidates. Position descriptions and job class specifications for vacant positions are distributed to local and state recruitment sources, many of which are chosen specifically for minority recruitment. These sources include city human relations officers, local Black churches, the Champaign Consortium (which administers the Job Training Partnership Act, or JTPA), local high schools and area community colleges, local and national associations of minorities, the Urban League, community social service organizations, the Illinois Affirmative Action Officers Association, and the Illinois

Departments of Personnel and of Human Rights. Recruitment efforts with outside contacts are greatly assisted by the Affirmative Action Nonacademic Office, which maintains numerous local, state, and national contacts.

The Personnel Services Office participates annually in several job fairs, each targeted at specific groups. The office participates in high school fairs, the Parkland College Fair, and the Urban League Fair for Senior Citizens.

Programs to Assist Departments in Meeting Affirmative Action Goals

An Affirmative Action Panel, composed of representatives of the Affirmative Action Nonacademic Office and the Personnel Services Office, reviews all vacancies to evaluate affirmative action opportunities for hiring minorities, females, handicapped persons, and others. Where a potential affirmative action placement is identified, no hiring activity occurs until recruitment efforts have been made.

A number of strategies have been developed to identify referable candidates to meet hiring goals in underutilized areas. When candidates are not available from the register, the option of using learner, trainee, or apprentice programs is considered.

Affirmative action training positions have become more important in the UIUC's compliance efforts as more specialized job demands and competition for positions threaten the gains made by minorities in the late 1960s and the 1970s. A wide range of positions are available to protected group members through training: skilled craft occupations such as plumber and electrician; higher paid service occupations of driver and utility operator; and occupations leading to managerial-administrative positions.

The PSO administers on-the-job Learner, Trainee, and Apprentice Programs as part of its affirmative action efforts. These programs are used when the normal screening procedures (that is, the civil service examinations) do not produce a representative cross section of candidates from all sex, ethnic, racial, and cultural backgrounds or when the job market does not produce minority/female applicants who are fully trained in certain occupations. Trainee, Learner, and Apprentice Programs assist affirmative action efforts by providing entry and upgrading opportunities in other than the lowest paying entry-level jobs and by providing an avenue for campus units to meet hiring goals set for underutilized job groups.

The Clerical Learner Program has been an important avenue for the movement of minorities, particularly minority women, into the clerical work force. It is an entry-level program that combines classroom and on-the-job training, and it leads to full-time employment.

Other Programs Fostering Affirmative Action in Employment

The Summer Youth Employment and Training Program is designed to develop meaningful short-term work experience, vocational and occupational exploration, and remedial education for economically disadvantaged youth between the ages of 15 and 21. The Personnel Services Office works with campus units to identify work sites for summer employment. The office has both administered the grants for the campus and served as a work site.

Over the years, through federal programs such as CETA (Comprehensive Employment and Training Act) and JTPA and through the State Division of Rehabilitation Services, the Personnel Services Office has applied for and received a number of specialized grants designed to address employment opportunities for minorities, females, the handicapped, and youth. Programs funded by these grants have included the following:

1. The Affirmative Action Counseling Service is a program to assist and counsel affirmative action candidates who apply for employment through the Civil Service System at UIUC.
2. The UIUC Typing Pool represents an on-the-job training program that provides the long-term unemployed worker with training and work experience before reentering the work force.
3. Project YOUTH offers a work experience program for underprivileged youth 15 to 21 years of age, providing employment during the regular school year.

Educational and Motivational Programs

In November of each year those academic and administrative units that have made outstanding contributions to the campus Affirmative Action Compliance Program are selected to receive an Affirmative Action/Equal Employment Opportunity award. The honorees are recognized in the presence of the chancellor, deans, directors, department heads, affirmative action representatives, civil rights leaders, and representatives of business, industry, government, and the community. This forum is sponsored by the Affirmative Action Nonacademic Office.

The AANO works in conjunction with academic and administrative units, as well as with community and state organizations and governmental units to cosponsor training and development programs designed to promote—directly and indirectly—affirmative and nondiscriminatory behavior. In addition, the office provides ongoing staff and administrative training programs, seminars, and workshops.

The University has long realized that a cooperative effort is necessary to achieve equality of opportunities in education and employment. One of the primary goals of the Affirmative Action Nonacademic Office is to develop and maintain strong alliances and to work with campus and community groups and organizations that are involved in affirmative action, equal employment opportunity, and human and civil rights issues. Affiliations include the Campus Charitable Fund Drive, the University YWCA, the Nonacademic Employees Council, and the Chancellor's Council to Combat Discrimination.

Accomplishments and Plans for the Future

The primary affirmative action achievement of the past ten years has been to maintain and secure the accomplishments of the preceding ten years (Table 18). Repeated budgetary cutbacks have decreased campus departments' flexibility and ability to work with on-the-job training. At the same time, federal and state support for affirmative action compliance has been much less in evidence. The continual encouragement and involvement of the AANO and the PSO have helped departments to continue their commitment to affirmative action.

The long-term growth of the UIUC affirmative action program is dependent on more successful recruitment and training activities that move the affirmative action accomplishments from the entry level to the middle and upper levels of employment. In the next few years the activities of the PSO and the AANO will focus on some identified problem areas:

1. The adverse effect of current clerical testing on minorities
2. The underrepresentation in certain job groups by one or more protected classes of people, specifically Black women in the trades
3. The resurgence of public expressions of prejudice and discrimination, such as racial joke telling, subtle forms of sexual harassment, and racial discrimination

Plans for the future have been established:

1. Current UIUC minority nonacademic employees who are eligible for upgrading and transferring into underutilized

and problem-area job groups will be identified and given assistance through counsel and training (classroom and on-the-job) to move up and across the employment grid.

2. Outreach programs to identify minorities in the community and surrounding area, who could compete in underutilized and problem-area job groups, will be initiated.
3. Programs, workshops, and seminars on staff development and management training will be provided in cooperation with appropriate campus and community groups, once again reaffirming UIUC's commitment to affirmative action and nondiscrimination.

E. CONCLUSION

There should be little doubt that issues related to recruiting and retaining minority students, staff, and faculty and to minority education have a high priority at UIUC. In recent years a major section of the campus operating budget request has been devoted to various minority programs. Thousands of hours have been devoted to planning, developing, and implementing new minority programs in just the past five years. The Educational Opportunity Affiliates Program, the President's Award Program, the Transition Program with its Summer Bridge component, the University Minority Research Grant Program, the Targets of Opportunity Program, the Minority Supplemental Research Program, and the Chancellor's Minority Postdoctoral Fellowship Program have all been introduced largely with reallocated funds and in a period when almost no new program funds were being provided by the state of Illinois.

The increased emphasis on minority issues in the past five years has resulted in the greater involvement of the entire campus community. Efforts to attract and retain more minority members have been widely discussed. Certainly, many more individuals in every segment of the campus community are involved in these endeavors than ever before.

The recent success in expanding the pool of underrepresented minority students prepared to go to college and in actually increasing the numbers of well-qualified minority undergraduate students at UIUC has helped to raise expectations for the future. Once the undergraduate pipeline has reached an acceptable level of minority enrollment, it should be much easier to increase the number of minority graduate students. Eventually, the number of Blacks and Hispanics obtaining doctoral degrees will begin to climb, and the pool of prospective minority faculty members will rise to a reasonable level, making it possible to reach minority hiring goals.

Table 18. Nonacademic Work Force by Race and Gender, 1978 through 1988

Nonacademic employees		Total all	Total women	Total minority	White		Asian		Black		API		Hispanic		Missing data	
					M	F	M	F	M	F	M	F	M	F	M	F
1978	# FTE	5,120	2,849	732	2,017	2,371	13	34	228	390	6	36	7	18	—	—
	% FTE	100	56	14.3	39.4	46.3	0.25	0.66	4.45	7.62	0.12	0.70	0.14	0.35	—	—
1979	# FTE	5,256	2,945	795	2,016	2,444	17	35	258	405	11	41	9	19	—	1
	% FTE	100	56	15.1	38.4	46.5	0.32	0.67	4.91	7.71	0.21	0.78	0.17	0.36	—	0.02
1980	# FTE	5,326	2,989	795	2,046	2,485	18	28	252	421	15	39	6	16	—	—
	% FTE	100	56	14.9	38.4	46.7	0.34	0.53	4.73	7.90	0.28	0.73	0.11	0.30	—	—
1981	# FTE	5,307	2,973	804	2,036	2,467	15	26	262	423	14	41	7	16	—	—
	% FTE	100	56	15.1	38.4	46.5	0.28	0.49	4.94	7.97	0.26	0.77	0.13	0.30	—	—
1982	# FTE	5,163	2,904	790	1,968	2,405	15	24	252	426	16	36	8	13	—	—
	% FTE	100	56	15.3	38.1	46.6	0.29	0.46	4.88	8.25	0.31	0.70	0.15	0.25	—	—
1983	# FTE	5,107	2,939	794	1,875	2,438	13	24	257	422	16	43	7	12	—	—
	% FTE	100	57	15.5	36.7	47.7	0.20	0.40	5.00	8.20	0.30	0.80	0.10	0.20	—	—
1984	# FTE	5,046	2,881	774	1,866	2,406	14	16	259	408	19	37	7	14	—	—
	% FTE	100	57.1	15.3	37.0	47.7	0.30	0.30	5.10	8.10	0.40	0.70	0.10	0.30	—	—
1985	# FTE	5,254	2,991	792	1,951	2,511	14	17	270	413	19	39	9	13	—	—
	% FTE	100	56.9	15.1	37.1	47.8	0.30	0.30	5.10	7.90	0.40	0.70	0.20	0.2	—	—
1986	# FTE	5,159	2,927	782	1,924	2,453	14	18	262	414	19	32	13	10	—	—
	% FTE	100	56.7	15.2	37.3	47.5	0.30	0.30	5.10	8.00	0.40	0.60	0.30	0.20	—	—
1987	# FTE	5,249	2,967	768	1,965	2,516	16	16	269	393	18	31	14	11	—	—
	% FTE	100	56.5	14.6	37.4	47.9	0.30	0.30	5.10	7.50	0.30	0.60	0.30	0.20	—	—
1988	# FTE	5,301	2,997	756	1,988	2,557	19	20	268	373	19	35	10	12	—	—
	% FTE	100	56.5	14.3	37.5	48.2	0.40	0.40	5.10	7.00	0.40	0.70	0.20	0.20	—	—

UIUC already has been successful in meeting its affirmative action goals for hiring nonacademic employees. Now it can concentrate on providing additional educational opportunities so that employees can acquire the skills to move into higher job classifications and into job classifications that have not traditionally been open to minorities.

At the present time the view for the future in this endeavor is bright. It will be interesting to see how much progress is made in the next ten years.

References

"Enrollment Down, Minority Numbers Up," *The Daily Illini*. 29 September 1988.

Institutional Plans for Improving the Participation and Success of Minority, Women and Disabled Students. Office of the Vice President for Academic Affairs, University of Illinois. 1 September 1988.

CHAPTER FOURTEEN

UIUC and the NCA Evaluation Criteria

To this point, no formal references have been made to the NCA evaluative criteria. Instead, the material provided was included to inform the reader of the institution's mission, its structure, the context within which it operates, the way it operates, its faculty, its student body, the financial resources, the facilities, its support services, the development of research, the programs of instruction, and the larger community with which UIUC interacts. Naturally, with an institution as complex as UIUC, it is difficult to include a great deal of detail without amassing a tremendously bulky and cumbersome document. It is hoped that the information included in the self-study report has helped the team members get a feel for the institution and for those issues and concerns related to the two areas of emphasis. Certainly, gathering the information included in the previous chapters; discussing, reviewing, and evaluating it; and studying the issues and problems related to the two areas of emphasis have all involved a large portion of the campus community. Many of the individuals who participated said that they found the process to be worthwhile and rewarding.

This chapter concludes the self-study. It will summarize the internal campus-level program reviews that have occurred since 1979, highlight a few of the programs that are currently receiving considerable attention, review some of the major current and continuing problems, indicate the institutional view of how it meets the NCA evaluative criteria, and, finally, respond to criticisms and comments resulting from the past two NCA visits.

A. SUMMARY OF INTERNAL PROGRAM EVALUATIONS OF THE PAST TEN YEARS

In 1973-1974 the Council on Program Evaluation (COPE) got its start. The Council, consisting of students and faculty and supported by staff from the Office of the Vice Chancellor for Academic Affairs, continues to evaluate campus programs on a cyclical basis. This form of self-evaluation started long before the IBHE mandated such reviews.

COPE reviews are relatively nonthreatening, for they do not result in recommendations regarding budgetary reductions. They may identify various needs for additional resources, but they do not specify cuts that might or should be made.

The Advisory Committee on Campus Priorities (ACCP), also a faculty and student committee supported by staff from the

Office of the Vice Chancellor for Academic Affairs, has spent a great deal of its time in evaluating the units and programs of the campus. In many instances it has referred to past COPE reports for a preliminary view of its subject. The activities of this committee have usually been closely linked with operating resources. Often it has been asked to make recommendations for reducing budgets or reallocating funds.

These campuswide efforts are layered on top of those internal reviews that go on continually at the departmental, school, and college levels. Combined with the many external accreditation and research reviews, these efforts put units in the position of almost constantly reviewing and evaluating what they are doing and where they are going. Long-range planning and evaluation have become woven into the fabric of everyday operations.

In Chapter Seven, reference was made to many of the accreditation reviews that have been made in the past ten years. A summary of formal COPE and ACCP reviews of campus programs, units, and activities is presented in Table 19. In addition, the Priorities Task Force is reviewing all campus units in 1988-89. The COPE and the ACCP reports will be available to NCA review team members when they arrive on the campus.

B. CURRENT INITIATIVES AND POTENTIAL FOR DEVELOPMENT

A good deal of attention has already been given to discussing undergraduate education and minority-related initiatives currently under way and to expectations for change in those areas in the future. There are a number of *additional* major initiatives that need to be highlighted—initiatives that are expected to hold a prominent place in UIUC's development over the next ten years:

1. The newly appointed Priority Task Force—a body of the senate and the campus administration—will be replacing ACCP. It will continue in-depth self-study reviews and is expected to recommend major reallocation of funds on the campus. These funds, plus income from increased student tuition, should allow UIUC to move forward even if state support remains at a low ebb for several more years. This process will not be painless, but it has the potential of bringing about positive change and avoiding stagnation.

Table 19. Summary of Formal COPE and ACCP Reviews, 1979-1990

	COPE	ACCP		COPE	ACCP
1979-80			1985-86		
African Studies Program	X		Atmospheric Sciences	X	
Anthropology	X		Biochemistry	X	
Asian Studies Center	X		Chemical Engineering	X	
Geography	X		Chemistry	X	
Latin American and Caribbean Center	X		Dance	X	
Political Science	X		Liberal Arts and Sciences		X
Russian and East European Center	X		Music	X	
Small Homes Council	X		Theatre	X	
Sociology	X		Women in International Development	X	
1980-81			1986-87		
Botany	X		Agricultural Economics	X	
Cinema Studies	X		Art and Design	X	
Classics	X		Commerce and Business Administration		X
Ecology, Ethology, and Evolution	X		Health and Safety Education	X	
English	X		Institute for Environmental Studies	X	
English as a Second Language	X		Landscape Architecture	X	
Entomology	X		Leisure Studies	X	
Genetics and Development	X		Physical Education	X	
Microbiology	X		Urban and Regional Planning	X	
Philosophy	X		Water Resources Center	X	
Physiology and Biophysics	X				
Speech Communication	X		1987-88		
1981-82			Architecture	X	
Agronomy	X		Aeronautical and Astronautical Engineering	X	
All Campus Units		X	Ceramic Engineering	X	
French	X		Civil Engineering	X	
Germanic Languages and Literatures	X		Computer Science	X	
Language Learning Laboratory	X		Computerization on the Campus		X
Linguistics	X		Electrical Engineering	X	
Management and Information Sciences	X		General Engineering	X	
Slavic Languages and Literatures	X		Mechanical and Industrial Engineering	X	
Spanish, Italian, and Portuguese	X		Metallurgy and Mining Engineering	X	
1982-83			Nuclear Engineering	X	
Advertising	X		Physics	X	
Afro-American Studies	X		Theoretical and Applied Mechanics	X	
All Campus Units		X	Coordinated Science Laboratory	X	
Horticulture	X		Materials Research Laboratory	X	
Institute of Communication Research	X		1988-89		
Journalism	X		Accountancy	X	
Library Science	X		Administration, Higher and Continuing Education	X	
Special Education	X		Bureau of Economic and Business Research	X	
Speech and Hearing Science	X		Center for Instructional Research and Curriculum Evaluation	X	
1983-84			Curriculum Laboratory	X	
All Campus Units		X	Economics	X	
Family and Consumer Economics	X		Educational Policy Studies	X	
Food Science	X		Educational Psychology	X	
Foods and Nutrition	X		Elementary and Early Childhood Education	X	
History	X		Finance	X	
Human Development and Family Ecology	X		Office of Real Estate Research	X	
Institute of Aviation	X		Secondary Education	X	
Institute of Labor and Industrial Relations	X		Special Education	X	
Law	X		Vocational and Technical Education	X	
Nutritional Science	X		1989-90		
1984-85			Agricultural Communications	X	
All Campus Units		X	Agricultural Entomology	X	
Astronomy	X		Agricultural Engineering	X	
Center for Zoonoses Research	X		Agronomy	X	
Mathematics	X		Animal Science	X	
Psychology	X		Dairy Science	X	
Social Science Quantitative Lab	X		Forestry	X	
Veterinary Biosciences	X		Horticulture	X	
Veterinary Clinical Medicine	X		Plant Pathology	X	
Veterinary Pathobiology	X				

2. A major fund-raising campaign is being considered to keep the University's libraries strong. The fund drive will include funds for constructing a new engineering library, an agriculture library, a special collections library, and for major remodeling in the main Library. Other campaigns will include facilities for a new commerce library and a library for architecture, urban and regional planning, and landscape architecture. These facilities, plus a new stack addition to the main library late in the next decade should help to ensure that the University of Illinois Library—one of UIUC's greatest assets—remains among the best in the country. Additional fund raising will help bolster the operating budget and maintain or improve the current level of acquisition of library materials.

3. Plans are already under way to remodel the Astronomy Building to accommodate a third generation supercomputer in October of 1990. At the same time the National Center for Supercomputing Applications is increasing the number of industrial affiliates that are sending representatives to use the supercomputer and to work with University researchers. These efforts, plus networking the campus, planned growth in electrical and computer engineering, the advent of a new 65,000 net assignable square-foot addition to the Digital Computer Laboratory (now under construction) for the Department of Computer Science, and newly remodeled facilities (currently under construction) in Talbot Laboratory for the Center for Supercomputing Research and Development, should ensure that UIUC remains among the nation's leaders in computer research and training. The vast majority of work on the NCSA supercomputers is being done by UIUC faculty members from a broad spectrum of disciplines.

4. Emphasis on upgrading campus instructional equipment will continue. Progress has been made in this area in recent years, but it still has a high priority.

5. Serious attention will be given to completing the Engineering Revitalization Program that has been partly funded by the state. A sophisticated microtechnology building is scheduled to be completed in July 1989. Recurring funds have already been set aside to fund an ongoing remodeling program of significant proportions for the college. Plans are under way for a new Electrical Engineering Research Laboratory, which would go a long way toward eliminating the space deficiencies of the college. Additional operating funds to support the current overenrollment and to fund modern teaching equipment will also be required. The college has just appointed a new dean, and the positive momentum built up over the past five years is expected to be maintained—even increased—in the decade ahead.

6. The College of Agriculture, with its recently completed Agricultural Engineering Sciences Building and the new greenhouse complex, is now looking forward to completion of the addition to the Animal Sciences Laboratory (\$10.6 million) and the new federally funded Plant and Animal Biotechnology Laboratory (\$29 million) in 1990-91. These facilities, plus recent major remodeling in the Bioprocessing Laboratory (formerly the Dairy Manufacturer's Building) will come very close to completing a complex of agriculture-veterinary medicine facilities that is among the best anywhere. UIUC will continue to depend on the strong agriculture-veterinary medicine lobby in the state to help it garner additional research funds to address the problems facing the Illinois agricultural industry. Even in periods of diminishing or level state resources, the General Assembly has been sympathetic to the plight of the Illinois farm and agriculture-related businesses and industry.

7. The Plant and Animal Biotechnology Laboratory will also provide a great boost for the many research efforts already under way in this area in agriculture, veterinary medicine, the life sciences, and the chemical sciences. The resources applied to interdisciplinary efforts in this area in recent years have served to initiate a number of major projects that should blossom in the next decade as the research environment is improved.

8. The Beckman Institute is expected to have a tremendously positive impact on the campus. Many of the most outstanding scientists on the campus will be interacting with visitors from all over the world to study problems related to artificial intelligence and cognitive science. The operating concept for the Beckman Institute is extremely innovative. The visibility of the institute and the research done there are expected to be extremely high once the facility swings into full operation.

9. The College of Fine and Applied Arts believes that its chances have never been better for raising gift funds for all or a portion of the cost of a new building to accommodate the School of Architecture, the Departments of Landscape Architecture and Urban and Regional Planning, and their library. Planning funds for that building have already been provided. New contiguous space would provide a tremendous boost to these already excellent units. At the present time they inhabit many different structures of varying quality all across the campus.

10. The project mentioned immediately above is the key to the fate of building plans for the College of Commerce, and

Business Administration. Because the state has not provided sufficient funds, the college has reduced its enrollment in the face of intense student demand. Space is a limiting factor, for even if dollars were provided for more faculty members, no additional office space is available. However, if the School of Architecture were to vacate the Architecture Building, it would be assigned to the College of Commerce, completing the Commerce Quad as defined in the South Campus Masterplan. This would make it possible for the college to increase those program offerings that are entirely paid for by the participants. It would also provide the office space needed to increase the number of faculty members and to respond to the demand for increased enrollment.

11. Besides the increased emphasis that is planned for undergraduate education in LAS, attention must be given to the research programs in the School of Life Sciences and the School of Chemical Sciences. Both of these units have excellent programs, but they desperately need modern research space. Facilities for them are now at the top of the campus priority list, and a major effort will be made to get the state to fund these projects in the next several years. Some minor blocks of excellent new research space have been provided for these units by remodeling existing space in recent years, but their situation now calls for two major new structures. Once new space is available, it will be much easier to incorporate new technology and procedures in the research of the faculty.

12. Considerable support has already gone into developing the Biomedical Magnetic Resonance Center, and more will be needed. This new area of research has attracted a great deal of attention and warrants further support.

13. For student affairs it is expected that Student Financial Aids and the Office of Minority Student Affairs will need the most additional support in the coming years. Both areas are seriously underfunded for current levels of operations. Other financial needs within student affairs include support for volunteer programs and civic responsibility, for leadership development, for enhanced career planning, and for addressing the special needs of women. As tuition continues to increase, more effort will have to be spent in matching students and resources to ensure open access to all student members of the college-age population. The majority of all new funds provided for student services recently has been allocated to the Dean of Students Office for minority student support activities and to the Financial Aids Office.

14. Even though the campus has expanded its boundaries, it has not increased its campus police force. It is clear that more

campus security will be required as the Beckman Institute, the addition to the Digital Computer Laboratory, the Microelectronics Building, and other new facilities and parking areas are added north of Green Street on the engineering campus, and as the Biotechnology Center, the addition to the Animal Sciences Laboratory, and other facilities are added on the agriculture campus. Resources will have to be provided to meet these needs.

15. The Division of Environmental Health and Safety will require additional support as it attempts to contend with mounting state and federal regulations. Major expenditures will undoubtedly be required for asbestos removal and other related activities to bring the University into compliance with recent legislation.

16. Services provided by the Physical Plant have been reduced drastically in recent years. Realistically, the maintenance of grounds and facilities cannot be postponed indefinitely. Already deferred maintenance in certain areas is on the verge of causing major problems for the future. Roofs, building skins, painting, and mechanical systems must receive more attention soon to avoid having buildings that no longer function properly.

17. The Krannert Center for the Performing Arts—a treasure on the campus—must have its lighting and sound systems replaced. It is essential that this fine facility not be allowed to deteriorate. The Kinkead Pavilion addition to the Krannert Art Museum and a new World Heritage Museum (proposal for this facility is currently being reviewed by an outside funding agency) will certainly complement the KCPA and the Krannert Art Museum in the next decade. Already a reality, the Kinkead Pavilion was dedicated in the fall of 1988.

18. The North Campus Development Committee, an ad hoc group of campus and University administrators, prepared a rather detailed proposal for the development of the North Campus. This proposal used the earlier North Campus Development Plan prepared by Sasaki and Associates as a base and developed a more detailed plan of action for the immediate future.

In addition, the development committee has been analyzing the process followed in attaining new buildings at UIUC, the various components of any new building, the types of construction, and so forth. The group is also trying to identify different ways to go about funding capital projects and possible new approaches to meeting space problems on a short-term rather than a long-term basis.

The campus now leases more space than ever before. Lease-purchase possibilities are being explored. Facilities other than "institutional buildings" have been built for lower initial costs to accommodate immediate space needs. The implications of these and related issues will receive considerable attention in the coming year. It is hoped that the campus can determine new ways to meet its many space needs more cheaply and on a more timely basis.

Naturally, many more programs might be mentioned, and others will be springing up in the years ahead. However, those listed here indicate the areas on the immediate horizon that will soon receive considerable attention. When ten years have passed and the next NCA review team visits the campus, it will be interesting to see what has transpired in these particular areas during the intervening years.

C. SOME NEW AND CONTINUING CONCERNS

As the members of UIUC look to the future, they have a number of concerns:

1. In FY 1988, the University of Illinois called upon its many constituencies to help stress the importance of education to the state of Illinois and the need to help the governor pass his tax increase proposal, which would make it possible to fund education at a reasonable level. Although the issues and the problems of higher education received more attention in the ensuing discussions and debates than ever before, the tax increase did not pass for a second year in a row. UIUC received funds to provide a 5.7 percent average salary increase for its employees but nothing else. Those dollars were provided at the expense of other state agencies. At present there is no evidence that the state of Illinois will be in any better fiscal condition in FY 1989 than it was in FY 1988. It would appear that UIUC should not expect a banner budget year for FY 1990. As a footnote to the above, it should be noted that the University certainly has not given up for FY 1989. During the fall session of the General Assembly, it plans to present a package seeking additional operating and capital funds.

2. Faculty compensation in the early 1980s was not competitive with that at peer institutions. Throughout the decade, however, the University was able to improve its position considerably. In FY 1987 its average faculty salaries were only slightly more than 2 percent below the third place Big Ten average faculty salaries. After the FY 1988 review, UIUC faculty salaries had dropped to sixth place, nearly 8 percent below its goal of third place in the Big Ten.

Even though UIUC reallocated funds to raise the average increase for faculty salaries in FY 1989 from the 5.7 percent provided by the state to approximately 7 percent, its relative position is not expected to change much in the Big Ten rankings of salaries and compensation for FY 1989. Naturally it is difficult to retain and to attract excellent faculty members without competitive salaries and benefits. Also, when new faculty members are hired at market prices in years when no salary increases or very small ones are provided to current faculty members, the salary compaction problems introduced to the salary structure create morale problems and faculty dissatisfaction.

3. The rapidly rising costs of library materials continue to be a concern. For instance, the average annual price increase for U.S. periodicals over the last decade has been 11.2 percent, while foreign periodicals increased by 20 percent in FY 1987 alone. At the same time that prices are escalating rapidly, the library is being asked to increase its rate of purchasing in microelectronics, biotechnology, artificial intelligence, cognitive science, music, Western European studies, and the Undergraduate Library.

4. During the past decade, funds for price increases and equipment have not risen at the same rate as the consumer price index. This, coupled with the fact that many units consistently turned to their expense and equipment budgets to meet budget reductions rather than cutting vacant positions, has resulted in an imbalance in the budgets of many units. At budget preparation time each year, units are given an opportunity to switch funds from one category to another, but some have not done so. Thus the faculty in those units are restricted in the amount of travel, computer time, supplies, xeroxing, and other services available to them. Some unit heads argue that their units are underfunded, but other administrators believe they could improve their operations by realigning their funds in the proper budget categories.

5. The fact that the FY 1989 appropriation included no funds for new programs, that the University is faced with the financial concerns mentioned in items 1 through 4 above, and that no immediate financial relief appears to be available from the state has led to the conclusion that UIUC will have to reallocate funds on a rather major scale over the next few years to meet its most pressing needs, many of which are listed in section B of this chapter. Reallocation is a process that consumes a tremendous amount of energy. It may result in many improvements for the institution, but it can also cause extreme friction, ill will, and poor morale if it is not handled properly.

6. Tuition and fees at UIUC have been increased rapidly in the past decade in an attempt to provide necessary resources in the absence of sufficient general revenue funds. Undergraduate annual tuition and fees for Illinois residents in FY 1979 were \$846; by FY 1989 they had risen to \$2,821. Total estimated costs for the undergraduate student rose from \$3,540 to \$8,283 for the same period.

UIUC, once ranked among of the most inexpensive schools in the Big Ten, is now its third most expensive public school. Its tuition is \$600 a year higher than that of any other public four-year institution in the state. Although students and parents understand the reasons for these increases, they are beginning to protest. There is concern that the increases are putting a real squeeze on middle-class families and that scholarship support is not keeping pace with increasing costs.

7. UIUC has been charged with "elitism." It has not increased its total enrollment in the face of tremendous pressures. It has continued to try to reduce enrollments in periods when annual incremental funding does not keep pace with cost of living increases. Its rigid admissions policy, which admits only the best except for those few students qualifying as special admits, has turned away the sons and daughters of state legislators, alumni, faculty members, and major donors. Not all of the people whose children are turned away accept that fact graciously.

8. The increased external research support during the past decade has given UIUC much of its flexibility in supporting many significant new ventures. But the rate of increase in external research funding is now decreasing, and researchers report that agencies are demanding larger University contributions on research proposals. These demands are coming at a time when most institutions are not in a good position to meet them. Changes at the federal level will have a major impact on UIUC in the next decade.

9. Concerns relating to undergraduate education and minority student, faculty, and nonacademic issues will remain at the top of the University's list.

10. Space-related problems have gained a primary position on UIUC's list of concerns. Not only are there serious space deficiencies that must be addressed, but many buildings are in need of remodeling to make them more functional. UIUC finds itself constantly scrambling to identify space for new research projects funded from outside sources. Instructional space also needs attention. Plans for future growth are fairly

complete, but resources for detailed planning, construction, and remodeling are severely limited.

The list of problems cited above is not all-inclusive, but it does include many of the major concerns that will absorb much of the University's attention in the next several years.

D. UIUC IN LIGHT OF THE EVALUATIVE CRITERIA

The preceding material along with additional documents have been offered to give the NCA team members a view of UIUC as of the fall of 1988. What follows is an examination of how the institution meets the General Institutional Requirements and conforms to the NCA Evaluative Criteria for Accreditation:

General Institutional Requirements

1. Mission and Authorization

a. The institution has formally adapted and made public its statement of mission.

The basic mission of the institution—to provide programs of the highest quality in instruction, investigation, and educational service to meet the needs of the people of Illinois—has remained unchanged for more than a century. The mission of UIUC is so well known that it is not frequently reiterated in print and elsewhere. The sources listed at the end of the Scope and Mission Statement on page iii of this report are those most commonly cited in response to queries about recent restatements of the UIUC mission.

b. The statement of mission is appropriate to an institution of higher education.

The statement of mission and the mission of UIUC were appropriate for an institution of higher education when UIUC was funded as a land grant institution in 1868, and they remain appropriate today.

c. The institution confers certificates, diplomas, and degrees.

UIUC does confer certificates, diplomas, and degrees.

d. The institution has legal authority to confer its certificates, diplomas, or degrees.

UIUC operates and awards its certificates, diplomas, and degrees under the authority of an Act by the legislature of the state of Illinois, approved on February 28, 1867 (chapter 144,

sections 22ff of the *Illinois Statutes*) to establish the University of Illinois as a not-for-profit corporation of the state of Illinois.

As stated on pages one and three of the *University of Illinois Statutes*, the president of the University is responsible, in accordance with state law, for issuing certificates, diplomas, and certificates to candidates as recommended by the Board of Trustees and the senate.

e. The institution meets all legal requirements to operate wherever it conducts activities.

Chapter 144, sections 22-78, of the *Illinois Revised Statutes, 1987* provides the Board of Trustees with the authority to operate the University of Illinois and to conduct related activities both within the state of Illinois and outside the state.

2. Educational Programs

a. The educational programs are compatible with the institution's mission.

Eight undergraduate colleges and one school offer 150 programs of study—called curricula, fields of concentration, options, or majors—leading to a baccalaureate degree. They are the Colleges of Agriculture, Applied Life Studies, Commerce and Business Administration, Communications, Education, Engineering, Fine and Applied Arts, and Liberal Arts and Sciences and the School of Social Work. A certificate program is offered by the Institute of Aviation.

In addition to degree programs offered in the College of Liberal Arts and Sciences, preprofessional education is also offered for advertising, dentistry, journalism, law, medical dietetics, medical laboratory sciences, medical record administration, medicine, nursing, occupational therapy, pharmacy, physical therapy, social work, and veterinary medicine. Five of the colleges—Agriculture, Applied Life Studies, Education, Liberal Arts and Sciences, and Fine and Applied Arts—offer teacher education curricula.

Postbaccalaureate students study in more than 100 fields through the Graduate College. In addition to the A.M. or M.S. and Ph.D. degrees offered in many disciplines, a number of departments offer work leading to other graduate degrees. Among these are master's and doctoral degrees in professional and performing arts fields and a number of master's degrees in teaching.

All of the programs offered by UIUC are considered compatible with its mission.

b. The principal educational programs are based on recognized fields of study at the postsecondary level.

The various undergraduate and graduate programs offered at UIUC are listed in *Undergraduate Programs, 1987-89* and in *Graduate Programs, 1988-90*. Both of these publications will be provided to all NCA review team members.

A complete listing of the *UIUC Degree Program Inventory* that is prepared each year for the IBHE will be available for inspection at the NCA office in Levis Center. This document, plus the two mentioned above, will make it clear that UIUC's principal educational programs are based on recognized fields of study at the postsecondary level.

c. At least one of the undergraduate programs is two or more academic years in length (or the equivalent). If no undergraduate programs are offered, at least one of the graduate programs is one or more academic years in length (or the equivalent).

UIUC offers many undergraduate and graduate programs that are two or more academic years in length.

d. General education at the postsecondary level is an essential element of undergraduate degree programs and a prerequisite to graduate degree programs.

As stated in *Graduate Programs, 1988-90*, the Graduate College considers for admission only those applicants graduated from an accredited college or university who hold or will be granted by the end of the current academic year a baccalaureate degree (or its equivalent) comparable in content and in number of credit hours with that granted by the University of Illinois. The campuswide undergraduate general education requirements include a minimum of 6 semester hours each in the humanities, the natural sciences, and the social sciences. The undergraduate colleges then supplement these requirements with special requirements of their own. Thus the admissions requirements of the Graduate College do express the need for general education.

Note that detailed information about the special general education requirements for various undergraduate programs is included in *Undergraduate Programs, 1987-89*. One should refer to the index of the publication to find this information quickly.

e. General education and/or a program of related instruction at the postsecondary level is an essential element of undergraduate certificate and diploma programs two or more academic years in length.

The campuswide undergraduate general education requirements are listed in the previous item. They are required in all undergraduate programs.

Satisfactory proficiency in the use of English is also a requirement for all undergraduate degrees awarded at UIUC. The proficiency can be demonstrated by the satisfactory completion of a one-semester, 4-hour course of either Rhetoric 105 or 108 or by satisfactory completion of the two-semester, 6-hour sequence of Speech Communication 111 and 112.

- f. **The certificate, diploma, or degree awarded upon successful completion of an educational program is appropriate to the demonstrated attainment of the graduate.**

Discussion of the baccalaureate degree requirements for graduation begins on page 74 of *Undergraduate Programs, 1987-89*. Discussion of the requirements for master's and doctoral degrees begins on page 45 of *Graduate Programs, 1988-90*. These requirements parallel those at other major, top-flight universities in the country.

3. Institutional Organization

- a. **There is a governing board, legally responsible for the institution, which establishes and regularly services basic policies that govern the institution and protect its integrity.**

As stated in the preamble to the *University of Illinois Statutes*, the University is subject to control of the Illinois General Assembly. The General Assembly, subject to the limitations of the state constitution and to such self-imposed restraints as are essential to maintaining a free and distinguished University, exercises control by virtue of its authority to change the laws pertaining to the University and its power to appropriate funds for maintaining and improving the University. Under existing state law the University of Illinois is a public corporation with the name of The Board of Trustees of the University of Illinois. Within the limits fixed by the Illinois constitution and laws, the Board of Trustees exercises final authority over the University.

It is the Board of Trustees that is legally responsible for the University of Illinois and that establishes and regularly reviews the basic policies that govern the institution and protect its integrity.

- b. **The governing board includes individuals who represent the public interest.**

The Board of Trustees of the University of Illinois is comprised of nine members elected by eligible voters of the state of Illinois for terms of six years. Members of the board serve without remuneration. The terms of the board members are staggered so that three members are elected in alternate years. The current members of the board are listed below, together with the dates of their terms of office:

Term 1985-1991

Susan L. Gravenhorst

Ralph Crane Hahn

Gloria Jackson Bacon (1989-1991, completing the term of Ann E. Smith)

Term 1987-1993

Judith Ann Calder

Nina T. Shepherd

Charles P. Wolff

Term 1989-1995

Kenneth R. Boyle

Donald W. Grabowski

Judith Reese

Nonvoting Student Members—Term 7/1/88-6/30/89

James L. Evenson (UIC)

Robert Scott Wylie (UIUC)

Ex Officio Member

Governor James R. Thompson

The statewide election of these members fulfills the requirement of representation reflecting the public interest and distinguishes the Board of Trustees from all other Illinois university governing boards, which are appointed.

- c. **An executive officer is designated by the governing board to administer this institution.**

Article I, section 5, of the *University of Illinois Statutes* designates that the chancellor, under the direction of the president, shall serve as the chief executive officer for the UIUC campus.

The chancellor for the Urbana-Champaign campus of the University of Illinois is Dr. Morton Weir, who was appointed to the office on April 14, 1988. Dr. Stanley O. Ikenberry serves as president of the University of Illinois. Their addresses follow on the next page.

Office of the Chancellor
University of Illinois at
Urbana-Champaign
Swanlund Administration
Building
601 East John Street
Champaign, Illinois 61820

Office of the President
University of Illinois at
Urbana-Champaign
364 Henry Administration
Building
506 South Wright Street
Urbana, Illinois 61801

- d. A faculty comprising persons qualified by education and experience is significantly involved in the development of the educational programs.**

The University of Illinois Statutes recognizes those members of the academic staff with the rank of professor, associate professor, assistant professor, or instructor who are tenured or receiving probationary credit toward tenure and those administrators in the direct line of responsibility for academic affairs. As the responsible body in the teaching, research, and scholarly activities of the University, the faculty has inherent interest and rights in academic policy and governance. Certainly, as indicated in *The Statutes*, the faculty is significantly involved in the development and review of educational programs.

- e. Admissions policies are consistent with the institution's mission and appropriate to the educational programs.**

UIUC prides itself in its rigorous academic programs. It admits the vast majority of its students on the basis of their previous academic records and test scores. The institution, with its very selective admissions policies, is enrolling on the whole only those excellent students who should be qualified to handle the rigors of the academic programs offered. In fact, all but a small percentage of those students graduate and go on to good jobs or elsewhere to further their education.

Those students admitted with lower academic qualifications on a special basis are given tutoring, special advising, enriched course sections, and other special help. The percentage of the student body falling in this category is less than 10 percent. These students add diversity to the student body and bring many special talents and interests to the academic community. With the special help provided, they too can take advantage of the academic programs offered.

- f. Admissions practices conform to admissions policies.**

UIUC's admissions practices conform to its admissions policies. For that very reason, it is often charged with "elitism" by legislators, alumni, and others, whose sons and daughters do not meet the highly selective admissions requirements.

4. Financial Resources

- a. The institution has financial resources sufficient to meet its activities.**

Some of the preceding chapters include information indicating that the institution does have sufficient resources to support its activities. In addition, several other documents also respond to this requirement:

HEGIS Reporting Forms

University of Illinois Budget Summary for Operations,
FY 1988-1989

Report of the Comptroller, Year Ended June 30, 1988

Budget Request for Operating and Capital Funds, Fiscal Year 1990

These materials will be available to the review team members.

- b. The institution has its financial statements externally audited on a regular schedule by a certified public accountant or state audit agency.**

The financial statements of the University of Illinois as a single entity are audited annually by a private CPA firm hired by the state auditor general. For the past several years the external audit has been carried out by Grant Thornton. Because the University of Illinois is a public corporation of the state of Illinois, the external audit is considered to be a public document and is available upon request.

5. Public Disclosure

- a. The institution publishes in its catalog or other appropriate places accurate information that fairly describes its educational programs, its policies and procedures directly affecting students, its charges and refund policies, and the academic credentials of its faculty members and administrators.**

All of the information mentioned above, except for that relating to faculty members and administrators, is constantly being updated and is published in the *Courses Catalog*, *Undergraduate Programs*, *Graduate Programs*, the *Timetable*, and *The Code on Campus Affairs and Handbook of Policies and Regulations Applying to all Students*. Copies of these materials will be provided to the members of the NCA review team.

UIUC does not publish a special document that lists the academic credentials of its faculty members and administrators. Such a job would be monumental, and it is doubtful that the document would get much use. UIUC does describe all of its vacant academic positions in detail when advertising for

candidates. When candidates apply, they always submit extensive lists of their credentials. Those credentials are carefully reviewed and, for people who are actually hired, copies are filed in the Office of the Vice Chancellor for Academic Affairs and in their departmental offices. Materials in the departmental offices are to be updated annually. Persons seeking information about the credentials of a faculty member or administrator may contact either the individual in question or the unit in which the individual works.

When any faculty member or administrator is formally appointed, his or her credentials are reviewed by the Board of Trustees. These credentials are printed in the *Minutes of the Board of Trustees*, which are of course available to the public.

b. The institution makes available upon request accurate information that fairly describes its financial resources.

Each year the University publishes the *Budget Summary for Operations, Academic Personnel (Supplement to the Minutes of the Board of Trustees)*, and the *Report of the Comptroller*. These three documents are all available to the public and are on file in the University of Illinois reference library. They accurately reflect the University's current budget, the salaries and appointments of its faculty members and administrators, and the financial statements for the previous year.

The Evaluative Criteria for Accreditation

1. The institution has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution.

The University of Illinois at Urbana-Champaign is a comprehensive, major public university. It is one of thirty-four public land-grant institutions created by the Morrill Act, signed by Abraham Lincoln in 1862. It opened its doors to students in 1868, and its broad mission, as stated earlier in this document, has remained virtually the same since that time. Over the years the members of the University community have continued to improve the ways that the institution fulfills its mission. UIUC today is far different from what it was in 1868. The efforts of those who preceded the present players are evident across the campus. The self-study review and evaluation of all aspects of the University continue as the present members of the academic community attempt to make UIUC even better.

The purposes of UIUC are publicly stated in print and on radio and television. In the past ten years both the Office of Public Affairs and the Office of Publications have been expanded.

The resulting growth in personnel and expertise in these units has made it possible for the University to communicate much better with its many constituencies both inside and outside Illinois. Other units that have an outward focus, such as the Alumni Association and the University of Illinois Foundation, are also doing a much better job of informing past graduates and friends of the institution about its goals and activities. Academic departments, schools, and colleges have also increased their off-campus contacts tremendously in the past ten years.

UIUC enrolls some 36,000 students and it grants about 8,950 diplomas each year. Its students and instructional programs are considered to be among the best in the United States. It has slightly more than 300,000 living alumni and the nation's largest alumni association (107,000 members).

In FY 1988 UIUC attracted \$149.1 million in nonstate research funding. In recent years a significant amount of support has been garnered for the creation and development of centers for advanced research and study. More than \$100 million has been provided for the National Center for Supercomputing Applications and for the Center for Supercomputing Research and Development alone. In addition, the campus is home for twelve other major national research centers:

Advanced Construction Technology Center
Beckman Institute for Advanced Science and Technology
National Arts Education Research Center
National Center for Composite Materials Research
Engineering Research Center for Compound
Semiconductor Microelectronics
Coordinated Science Laboratory
Materials Research Laboratory
Center for Molecular Phylogeny
Nuclear Physics Laboratory
Plant and Animal Biotechnology Laboratory
(to open 1991)
Prokaryotic Genome Analysis Center
Center for the Study of Reading

The research segment of UIUC's mission continues to grow and prosper.

UIUC's ties to business and industry have never been stronger. New relationships involving increased cooperation and communication continue to develop. Continuing education, expert consultation, and other public services are provided throughout the state of Illinois in response to special needs and

on a continuing basis. The University has adopted modern technology to take its degree programs off campus. It expects to expand these efforts in the future.

UIUC faculty members direct or serve on many city, state, and federal boards and commissions. They also serve on a multitude of committees for their professional societies.

Indeed, the institution continues to gain in visibility. Its goals are being more widely publicized, and it continues to perform its mission in an outstanding manner.

2. The institution has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes.

The structure of the University of Illinois has already been discussed in some detail. However, there are a few points that need some explanation.

The business functions—accounting, purchasing, payroll, administration of grants and contracts, cashing, and administrative data processing—are not provided by “campus units.” These functions are provided by units that report to the vice president for business and finance and are part of the central administration. The shift of these functions from the campus to the central administration occurred in FY 1974, and the arrangement seems to work fairly well. At times, however, campus personnel complain that their priorities sometimes differ from those in the central administration, that they are assessed for major financial contributions to these activities with little warning, and that personnel in these units do not always understand the operating problems of the campus personnel.

Although the chancellor is the chief executive officer on the campus, the vice chancellor for academic affairs has traditionally been responsible for the development of the operating and capital budget requests and the allocation of operating funds and space. The vice chancellor’s office also collaborates with the central administration in developing the annual operating budget guidelines.

In general the deans operate the colleges, the directors operate the schools, and the department heads operate the departments. Once the funds and space are allocated to the deans and directors, they allocate those resources to the departments under their jurisdiction. The department heads then make the final decisions on how the resources will be used. In other

words, there is a great deal of decentralized decision making that transpires within the system. The theory involved is that those persons closest to the problems and opportunities should decide the best way to use the available resources.

UIUC has tremendous resources at its disposal. First are its human resources, which include 2,050 FTE tenure-system faculty members, 1,081 FTE academic professionals and visitors, 1,333 graduate assistants, and 1,618 FTE nonacademic staff members.

More than 80 members of the faculty are members of the American Academy of Arts and Sciences, the National Academy of Sciences, or the National Academy of Engineering. Eight scientists have received the National Medal of Science. Twenty-six were named Presidential Young Investigators between 1984 and 1987. One faculty member has received the Nobel Prize twice. The list of honors could be extended on and on, but the point is that UIUC does have an outstanding faculty, many of them known internationally for their excellence.

Many outstanding academic professionals serve as administrators and support personnel throughout the University. They bring a tremendous amount of experience and expertise to their work, and many have been recruited nationally.

Urbana-Champaign is rather isolated in east central Illinois. UIUC is the primary employer in the community. This puts the institution in an excellent position to hire highly qualified nonacademic personnel who tend to stay in the system permanently. This adds a great deal of stability to the operation. On the other hand, faculty spouses often become dissatisfied when they are unable to find appropriate work in the community. As explained earlier, the University has established a service to help such persons.

Graduate teaching and research assistants also play a major role in teaching and research. At present, salaries for teaching and research assistants remain fairly competitive in most disciplines. The Office of Instructional Management Services collaborates with departmental personnel to ensure that graduate assistants do a good job in the classroom. Procedures have been defined and published for helping students who might be assigned to classes in which graduate assistants are unable to communicate effectively in English.

Extensive student data will be provided in several additional documents that will be given to NCA team members. These data indicate where students at UIUC come from, their ages,

and many other factors. But perhaps it is enough to point out that the students admitted to UIUC are very good. For instance, a recent freshman class had a mean ACT score of 26.35, far exceeding the Illinois mean of 19.1 and the national mean of 18.8; 22 percent had ACT scores of 30 or higher or SAT scores of 1,260 or higher; 60 percent were in the top 10 percent of their high school classes; 40 percent were in the top 5 percent; and 27 percent were in the top 3 percent. The class included 38 National Merit Finalists and 14 National Achievement Scholars.

A total of 94.6 percent of the undergraduate students come from Illinois. This percentage was even higher, but it has been reduced slightly as UIUC has attempted to bring more diversity to the undergraduate student body by recruiting some out-of-state students.

Undergraduate international student enrollment is still relatively small at only 269. It has increased only 0.01 percent since 1979. The graduate international student enrollment, on the other hand, has risen from 1,201 in 1979 to 2,257 in 1988, an increase of 87.9 percent.

The quality of the graduate student body is also outstanding. Each year UIUC confers approximately 2,050 master's degrees, 620 doctoral degrees, and 300 professional degrees.

The current annual budget of the UIUC campus is \$625 million. Of that amount, \$297 million is provided in state funds. It has been the traditional position of the University that only about 33 percent of the state funds provided should come from income earned from tuition, fees, and similar sources; the remainder should come from general revenue funds. In recent years, as tuition funds have been increased to provide required support for operations and as the state of Illinois has failed, at least in part, to meet the University's requests for additional funds, the percentage of state funds provided by University-generated income has risen to approximately 38 percent.

As one looks at the past twenty years, UIUC has clearly had some good years and bad with regard to the way the state has responded to the institution's annual budget request. When NCA reviewed UIUC in 1979, the campus was expecting an upswing in resources; that expectation was realized in the early 1980s. The view at the present time is more negative, however. The past several years have been very disappointing in terms of the incremental operating and capital funds provided. The next several years will probably see no marked improvement in the resources provided by the state. But

efforts to increase tuition, gift funds, and research income will continue. Nearly all programs that might logically be transferred from general revenue funds to fees have been shifted.

Many units have had reductions in faculty, staff, and expense funds in recent years. These reductions have been made selectively in an attempt to match resources with work load, but that has not always been possible. Impact statements provided by departments and colleges in the fall of 1988 indicated that most units are operating with fewer resources than they had several years ago. At the same time, however, they still appear to be accomplishing their immediate purposes, but not without extraordinary effort in some cases. There is little doubt that the current situation is critical and that the level of funding from all resources in the next two years will have a major effect on the future of the University. UIUC is implementing a major self-study to support a further reallocation of funds to preserve excellence. Even so, that exercise will probably be less effective than a major appropriation of additional state funds in FY 1990.

Although UIUC has improved its physical facilities and has added a tremendous amount of new space in the past two years, several of its programs are still in desperate need of new space. New space is also required if UIUC is to increase its efforts to attract outside research support.

UIUC has not neglected planning for its capital needs. Several years ago the Facilities Planning Committee in conjunction with the deans of all the major units completed a study identifying all of the needs for remodeling, for the reassignment of space, and for new buildings. With the help of professional outside consultants, masterplans have been drawn up for developing both the North and the South Campuses. A committee is currently planning the development of the South Farms area, and an outside consultant is helping to devise a comprehensive parking plan. Each year the Facilities Planning Committee meets to fine-tune its list of capital projects that stretches five years into the future. A list of projects to be funded from gift funds has also been developed. The planning is in place. Now the funds to do the work are needed.

Facilities in some areas are far from ideal, but it would not be fair to indicate that they are so bad that they prohibit the institution from accomplishing its immediate purposes. However, if the three major buildings at the head of UIUC's capital priority list were funded in the next ten years, the impact on the quality of the programs in those areas would be tremendous.

The Office of Facilities Planning and Management has assembled a book of information for the NCA review team members that provides a very thorough view of campus space standards, the application of those standards, current space assignments and deficiencies, progress in the past ten years, and plans for the future.

3. The institution is accomplishing its purposes.

UIUC is teaching more students on and off campus than it did ten years ago, and it is conferring more degrees. About 30 percent of the students graduating at the baccalaureate level choose to continue their education in graduate and professional schools. Typically, 80 percent of the graduates who apply to law school are accepted; 65 percent are accepted to medical school. Those leaving higher education report that they are finding excellent jobs, and recruiters from business and industry continue to flock here to attract UIUC graduates.

UIUC's research production, as measured by external funding and the large number of research publications, has grown tremendously in the past ten years. The University's relationships with business, industry, education, and agriculture have never been better. Alumni relations are excellent. Gift contributions are at an all-time high.

Not only is UIUC accomplishing its purposes, but there are numerous indications (many of them cited in this report) that it is doing an excellent job. Its clientele has become more diversified, and it is doing a better job of serving all segments of society in Illinois. Those being served seem pleased with the service provided.

4. The institution can continue to accomplish its purposes.

UIUC has weathered several recent years in which the state has not responded positively to its requests for additional operating and capital funding. The institution has undergone considerable belt-tightening during this period, and present indications are that the pendulum will not swing back to a more positive position for the next few years. However, history shows that the University has weathered hard times in the past and that patterns of state funding have been cyclical. The University will do all that it can in FY 1990 and beyond to rally its constituencies throughout the state to increase taxes and to produce the necessary funds to support education properly.

UIUC is in a perpetual state of self-study, review, and planning. These efforts will not stop merely because the state resources pipeline has been temporarily clogged. The plans for

future capital development that are in place will be refined, developed in detail, and taken as far as possible short of actual construction. They will be ready to go when funds become available. The new operating program thrusts already described for the future will move forward, somewhat more slowly than in good times, but nevertheless they will move forward. New ideas will be encouraged, and the very best will obtain support.

UIUC's commitment to minority recruitment and retention for both faculty members and students will not falter. Efforts to improve undergraduate education will continue.

The rate of growth and change may diminish somewhat in certain areas because of level or diminished state funding, but many factors will help to counteract this trend:

- a. UIUC's research record is excellent, and it continues to attract external funding at an unprecedented level.
- b. The structure is now in place for its expanded development program, and that effort is expected to continue to provide increased support from UIUC alumni, friends, and others—an audience that for the most part has not been called upon to help the institution in the past.
- c. New facilities and equipment in many areas have been added in recent years. Some new buildings that were funded earlier will be coming on line in FY 1989 and beyond, and will certainly help to sustain and encourage the occupants in their endeavors.
- d. Although more faculty members than usual have left the University in the past two years and although more deanships are vacant than usual, UIUC is still able to attract excellent people to replace those who have left. Its core of excellence remains intact.
- e. The Priorities Task Force as it conducts its business in FY 1989 will be looking ahead to the next five years and will identify resources for reallocation to ensure that UIUC's excellent programs remain strong.
- f. Although the University never likes to reduce enrollments or increase tuition, both strategies will be considered seriously and will be adopted if the quality of the academic programs cannot be maintained by other means.

Certainly UIUC's view of its future is not as bright at this moment as it was in 1979, or even three years ago. The

University's effort to initiate a tax increase in Illinois failed for the second year in a row, and the chances for realizing an increase in FY 1990 are questionable. Still, there is no reason to think that the institution will fail to meet its commitments to the state of Illinois and its citizens or that it will not continue to accomplish its purposes in the next ten years.

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E. RESPONSE TO NCA COMMENTS FROM THE PAST TWO VISITS

UIUC received its last comprehensive review from NCA in 1969. The 1979 review focused on the institution's evaluative mechanisms, particularly on the role of the Council on Program Evaluation. Both NCA review teams identified problems that they believed should be addressed. Those items will be listed and discussed in this section.

1967 Review

1. The problem of improving communication seems to be an important one which needs increased attention at the University of Illinois. This communication needs to emphasize both directions between students and faculty or administration, faculty and administrators, one department or college with another, and the entire institution with prospective students and their parents.

The 1969 review occurred only shortly after the appointment of the chancellor and the development of the current campus administrative structure. In the intervening years a number of changes have improved communication.

The expansion of the Public Information Office and Campus Publications has already been mentioned. These units have helped administrators at all levels improve the quality of printed materials going to faculty members, students, alumni groups, parents, and others. In addition to helping coordinate the information dispatched, these units have helped to increase the amount of such materials tremendously. Radio and television are now being used extensively as well.

The campus now has a newspaper, *IlliniWeek*, which is published weekly and circulated to all faculty and staff members. This newspaper keeps the readers up-to-date on campus affairs, and it also introduces issues of campuswide concern.

Campus administrators worked hard in the 1960s and 1970s to foster cross-disciplinary discussion and activity among the faculty. The Center for Advanced Study and the individual efforts of many administrators and faculty members have resulted in many interdisciplinary research centers being established. Also, the Graduate College through its Campuswide Research Services Office has established a data bank, which includes the research interests of all faculty members on campus. It is now easy for faculty members to identify others who may be outside their discipline but who have similar

research interests. Thus interdisciplinary activity and communication among faculty members in various disciplines now occur much more naturally and freely.

The opening of the Beckman Institute on the North Campus will further interdisciplinary activity and cross-disciplinary discussion. The advent of the Plant and Animal Biotechnology Laboratory on the South Campus will have a similar effect.

More college and departmental personnel have joined others from the Office of Admissions and Records in recruiting efforts off campus. In this way they have increased their communication with students and parents. College and departmental personnel have also become involved in summer orientation sessions and in the activities of the new Visitor's Center, which is yet another means for improving communication. Scholarship programs, student councils in various colleges, questionnaires for departing seniors, and so forth are all new activities that involve increased communication. The *Daily Illini*, the student newspaper, continues to be the mechanism for informing students of various deadlines, solutions to common problems, and other matters.

The Office of the Ombudsman has also been introduced. Anyone in the campus community who has a problem that cannot be solved through the usual channels or is having trouble communicating with others on the campus is encouraged to visit the ombudsman. He opens communication lines that have become jammed, and he helps people solve their problems. He contacts people closest to the trouble points to get the system adjusted so that similar problems can be avoided in the future.

Communication with the minority community has increased a great deal through precollege minority programs such as the Principal's Scholars Program and MITE. The President's Achievement Program, the most recent positive force on that front, involves increased communication with outstanding minority students and their parents before and after the students enroll at UIUC.

Communication has improved at all levels and among all segments of the campus community and their constituencies. However, there is always room for improvement in this area.

2. Although a great deal of machinery currently exists, faculty members do not appear to want or have a stronger role in decision-making and yet this dimension seems essential if the University is to define its unique role and character in Illinois and among national institutions of

higher education. The role of students in this endeavor also needs study and clarification.

In recent years faculty members have shown an interest in being more involved in the decision-making process. Faculty members are found on nearly every campus committee, and there are now faculty representatives on the University Planning Council. The Council on Program Evaluation (COPE) is a faculty committee. There is faculty representation on the Facilities Planning Committee, and faculty members are part of the program review process that is used to determine which new program proposals are to be included in the operating budget request. Faculty members run the Graduate Research Board, and they are represented on the committee that reviews the allocation of nonrecurring funds for instructional equipment. The Advisory Committee on Campus Priorities has always been a faculty-dominated committee, and the new Priorities Task Force is a faculty committee.

Twenty years ago students were not appointed to campus committees and were not represented in the senate. That has changed. Student representatives are found on many campus committees, in the senate, and on senate committees. Over the past twenty years the trend has been to include more faculty members and students in the decision-making process. The people involved have not always come from the senate, and senate members have expressed their concern about this on occasion. However, the senate has become more involved in selecting faculty members to serve on campus committees in recent years, easing tension on that subject.

3. Efforts should be made to reduce some of the red tape and existing regulations which impede the introduction of more innovative programs and relationships for faculty and students.

Red tape is not easily removed, and new programs, courses, and curricula still must pass through a very lengthy and complicated approval process. However, there have been breakthroughs in this area.

Faculty members can develop trial courses on their own or in consultation with students under the 199 rubric. Such courses can be offered several times before being required to pass through the regular approval process. This makes it easy for faculty members to experiment with new course offerings.

The Campus Honors Program has been completely rejuvenated in the past five years. Many special courses and related educational experiences are now offered through that unit. Honors courses are offered by faculty members from all across the campus. Unit One, the campus living-learning unit, also

provides many special educational opportunities such as artists in residence, lectures, and workshops. These are also available to students outside Unit One.

4. The administrative structure of the University and of the Urbana-Champaign Campus should be carefully scrutinized and steps taken to provide needed assistance in handling the multitudinous duties of operating the University. The role of the Graduate College with respect to those of other colleges could likewise merit careful analysis and clarification of relationships.

In the past twenty years the campus administration has grown tremendously. Whereas in the early days administrators were stretched extremely thin, the workload is now reasonable, and all areas of concern have been covered. In fact, some faculty members today would argue that the campus is "over-administered." In 1969 members of the new campus administration were spread across the campus. Now all of the vice chancellors and members of their immediate staff have been brought together in the Swanlund Administration Building—a six-story gift building provided by Maybelle Swanlund in memory of her late husband.

As one might expect, the role of the Graduate College has been clarified over the years. Relationships with other colleges have evolved to the point where those involved are now comfortable with the existing arrangements. The system has settled into an agreeable state of equilibrium.

5. The generally high reputation of the University of Illinois is well deserved. Constant attention is needed to the maintenance of that reputation at state and national levels in the face of ever greater competition from other institutions and competition for support. Complacency with things as they are has little place in such a situation. Members of the Visiting Team are grateful to the North Central Association and the University of Illinois for this assignment. We learned a good deal from each other and from the many persons contacted in Champaign-Urbana.

The members of the NCA review team of 1969 felt that many people they talked to and interviewed while they were on campus were a bit too satisfied with their situation and with that of the University. Complacency appeared to be the order of the day. Whatever complacency that once existed has long since disappeared in the wake of periodic budget reductions and broken dreams. Although there have been many good years in the past twenty years, it has become clear that prosperity is a fragile commodity. It is difficult to remain

complacent when scrambling to preserve excellence in the face of what are at times rather awesome odds.

1979 Review

All of the suggestions of the 1979 NCA review team are related to the Council on Program Evaluation (COPE) and its activities:

1. If COPE continues to emphasize the self-evaluation questionnaire, it should be reviewed to be sure it does not collect more data than is really useful or can be digested. Be conscious of the workload being created for the evaluated unit and COPE itself. Try to stimulate more genuine self-study, and provide ample opportunity for subjective comments by the faculty of the unit.

The present COPE process has been simplified greatly since the 1979 review. Units now have an opportunity to offer subjective comments when evaluating their programs.

2. Try to speed up the evaluation process so that it does not spread over two or three years, even if this means undertaking fewer reviews at a time.

In most instances COPE reviews are now completed in one year. That is the goal of the council. On occasion reviews require several sessions the following fall, but the reviews do not take more than a year and one-half at the most.

3. Try to resolve the potential problems and jurisdictional disputes between COPE and the Graduate College, which is considering its own program evaluations, so as to minimize the likelihood that a unit will be faced with two reviews at about the same time.

Conflicts of the type mentioned here no longer exist. The Graduate College almost always relies on COPE studies for any information it needs regarding a unit. If it were to do a special evaluation, it would be coordinated with the director of COPE to avoid placing a burden on the unit being reviewed.

4. Consider whether it is possible to decentralize the evaluative process, thereby probably increasing its credibility and validity, while at the same time retaining campus-level perspective and control. The team has no clear suggestions about how this might be accomplished, but one way might be to group programs by common characteristics, such as the Humanities, Social Sciences, Biological Sciences, Physical Sciences.

This suggestion was considered, but it was decided that for the sake of consistency and simplicity it made sense to have only one centralized council supported by one team. The membership of the team is determined each year on the basis of the expertise required to evaluate the units on the agenda. The process has become well accepted on the campus, and its credibility is no longer a problem.

5. Maintain flexibility but try to develop enough standardization in the process (and communicate it) so as to remove the impression that COPE has too much of an *ad hoc* character.

The process has been standardized to the extent that units are now quite comfortable with it. As mentioned earlier, the General University Policy Committee of the senate oversees the operation, and it has come to the conclusion in recent years that the process is now working smoothly.

6. Don't review units too often, for the evaluation process can be unsettling and exacerbate existing tensions and problems. Perhaps once in ten years is sufficient for most departments, with a follow-up process to see what changes are being made as a result of the evaluation.

The period between reviews has been extended so that it now varies from seven to ten years.

7. Use COPE to evaluate matters the colleges, schools, and departments really can't review, such as intercollegiate programs, general education, international education, academic support activities, etc. COPE might also be used in effect to review a non-program, that is, to determine the need for a curricular development or change in the arrangement of existing courses.

COPE has never expanded its horizons to include the sorts of issues mentioned above. Its total efforts are absorbed completely in trying to evaluate all of the units on its list within a reasonable time span. Such issues are usually assigned to special committees appointed by the chancellor or the vice chancellor for academic affairs. They are also discussed by various committees of the senate. The vice chancellor for academic affairs might ask the Advisory Committee on Campus Priorities to focus on such topics.

The campus has benefited in the past in preparing for NCA accreditations and from the exchange of information and ideas among the NCA review team members and UIUC faculty staff and students. The suggestions offered by the NCA are always

welcome, and it should be clear from the material offered in the last section that those suggestions have been considered seriously and have almost always been put into practice.

The members of the campus community are looking forward to the forthcoming visit of the NCA review team March 13 to 15. A major effort has been made to ensure that this visit will be as beneficial as those in the past.

References

Budget Request for Operating and Capital Funds, Fiscal Year 1990. University of Illinois. 8 September 1988.

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